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# **EASTERN EDUCATION JOURNAL**

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Eastern Illinois University  
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Volume 31

Number 1

Spring 2002



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# EASTERN EDUCATION JOURNAL

College of Education and Professional Studies  
Eastern Illinois University

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## From the Editor ...



The world as we know it has changed since 11 September 2001. We cannot help but feel victimized. We cannot help but feel more vulnerable than ever before. And yet, today, we are a stronger world. Our collective energy has created a new intensity and a new

determination. More importantly, we have begun to truly understand what it means to be empathetic. Change came unexpectedly, but out of the ashes, we arose with greater empathy than we have ever had, for those who lost their loved ones, for those whose lives were drastically changed, and for those whose actions were stronger than words. Our challenge is to continue to marvel at the resiliency of the human spirit and to embrace every moment of life.

At Eastern, we, too, have gone through various changes. In July, Eastern Illinois University President Dr. Carol Surles announced that she was leaving the University to pursue treatment for breast cancer. We welcome Interim President Louis V. Hencken, '66, '67. Hencken's career at Eastern spans more than 30 years. He has been vice president for student affairs since 1992. We also welcome our new provost and vice president for academic affairs Dr. Blair Lord, a New England economist with 25 years of administrative and teaching experience in higher education.

Furthermore, Eastern Illinois University also moved

from the second tier to the first tier of midwestern regional universities in *U.S. News and World Report's* 2002 annual guide to America's Best Colleges, placing it among the top public universities in the Midwest. Eastern is the only public university in Illinois listed in the first of four tiers of 145 institutions in the "Best Universities - Master's (Regional/Midwest)" ranking category - universities that offer a full range of undergraduate degrees and some master's degree programs, but few, if any, doctoral programs. The rankings are based on schools' academic reputation, student selectivity, faculty resources, graduation and retention rates, financial resources and alumni giving. Eastern's greatest strengths in addition to its academic reputation are its average graduation rate of 67 percent, which is the fifth highest percentage among schools listed in the first tier of midwestern's master's universities; freshman-to-sophomore retention rate of 81 percent - the seventh highest percentage; and percentage of full-time faculty (95 percent) - the second highest percentage. Kudos!

*Eastern Education Journal* added two new editorial board members this past year - Bill Fischer, Student Teaching, and Mary Greenlaw, Secondary Education and Foundations. A warm welcome! The *Journal* continues to serve as a forum for scholarly discourse on contemporary issues in education and to provide publication opportunities for strong position papers, research summaries, project narratives, program reports, book reviews, and more. We encourage you to share the *Journal* with colleagues and look forward to receiving your manuscripts. Keep in touch!

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## In This Issue ...

The *Research* section features several articles dealing with contemporary issues in teacher education. Ongoing reform efforts in teacher education have urged teacher education institutions to more closely examine and revise their programs in order to improve the standards for teacher graduates. The lead article by R. David Sumpter of the University of Central Arkansas - "Preparing a Caring Teacher: The Selection Role of Teacher Education Programs" - focuses on the little effort that has been made to screen prospective teachers as to whether or not they possess a "genuine attitude and behavior of caring for students" and proposes the inclusion of such a component in contemporary teacher preparation programs.

Collaboration between higher education and K-12 schools, businesses, and community has long

been a tenet of professional development schools, and a long-recognized method of effective school improvement. Authored by a team from Wright State University, "Process for Evaluation of a Multi-Faceted Educational Renewal Project" examines the major outcomes of a complex school renewal effort that involved multiple sites, different school populations, and different perceptions of "best practice." Charles Ryan, et al, also provide specific recommendations for partnership collaboration.

Across the nation, radio and television broadcasts, newspapers, and magazines have been sharing a great concern with the American public: a teacher shortage is coming. Entitled "The Impending Teacher Shortage: A Case Study of Supply and Demand," this article by Phillip E. Messner and others from Northwest Missouri State University, looks at the factors involved which are contributing to the dilemma schools will have to solve in a relatively quick time.

Prospective teachers enrolled in teacher education programs take a variety of classes, some taught in the traditional lecture style, others presented on line, and still others that utilize a hands-on approach. Jodi Benton-Kupper, from Millikin University in Decatur, Illinois, addresses the technique of microteaching in the article, "The Effectiveness of Microteaching in Teacher Education Methods Courses" and also discusses the impact of this instructional tool on pre-service teacher education.

The *Feature* section highlights programs and perspectives. William B. Joyce, Eastern Illinois University, in "Consideration of Followers in Cooperative Learning," looks at leadership as a process in which leaders and followers interact ; he then investigates the role of followers in cooperative learning situations.

Rose Zhang Gong, Eastern Illinois University, discusses plans for minority students, as well as faculty recruitment and retention in "Commitment of CEPS to Minority Recruitment and Retention at Eastern."

As part of a continuing series of articles, Will C. Hine, Dean of the School of Continuing Education, provides an update on the Stockman Institute.

Our *Guest Commentary* - "European Union Web Sites: Making Electronic International Connections" - by Shelley S. French, Eastern Illinois University, provides an overview of the web sites developed by countries in the European Union.

In this Spring 2002 edition, we also include a *Special People* section highlighting individuals who impacted the lives of many education professionals. We hope you enjoy this issue. As always, we look forward to hearing from you.

Veronica P. Styll

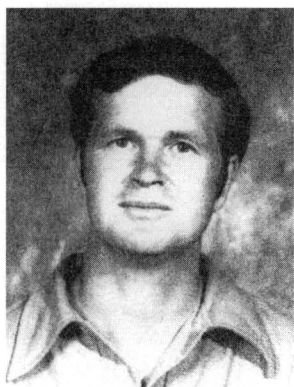
*We ascribe  
beauty to that  
which is simple;  
which has no  
superfluous parts,  
which exactly  
answers its ends.*

*Ralph Waldo Emerson*



# Preparing a Caring Teacher: The Selection Role of Teacher Education Programs

*R. David Sumpter*



R. David Sumpter is an assistant professor of education in the Department of Curriculum and Instruction at the University of Central Arkansas in Conway, Arkansas.

## Abstract

The last two decades have witnessed ongoing reform in teacher education institutions to improve standards for teacher graduates. Much of this reform effort has focused on the need for increased academic requirements, such as higher GPA's and better scores on pre-professional education entrance tests. However, there has been little effort to screen prospective teachers on the basis of a very fundamental concern: whether there is a genuine attitude and behavior of caring for students. This paper examines this question by identifying the need to include caring as an aspect in the selection and preparation of pre-service educators, examining the meaning and components of caring, and focusing on the advantages and possible problems of including caring in the teacher education curriculum.

## Preparing a caring teacher: The selection of teacher education programs

The last two decades have witnessed several efforts by teacher education institutions to increase standards for teacher candidates. Some of the focus has centered on admission requirements for entry into teacher education programs. Attention has generally included requirements for higher GPA's and better scores on stringent pre-professional admissions tests in basic areas of math, reading and writing. Additionally, many institutions have begun to require interviews and portfolio reviews to broaden the assessment of future teachers. Yet there has been little effort to evaluate prospective teachers on the basis of a most fundamental concern: whether or not there is a genuine caring ethic demonstrated by the candidate. Weber (1999) contends that there is almost nothing written on character prerequisites in the pre-service preparation that should be the

responsibility of colleges and universities. Because of the paucity of information in this area, the author has established the following three purposes for this paper: (1) to identify the need to include caring as an aspect in the selection and preparation of pre-service educators, (2) to examine the meaning and components of caring, and (3) to focus on the advantages and possible challenges of including this dimension in teacher preparatory programs.

## The need

Generally, until the present time, it has been assumed that most teacher education candidates have selected careers in education largely because they love working with children. Consequently, most reform efforts thus far have been essentially academic in nature. Efforts have focused on increased requirements in grade point averages, higher scores on admission tests, more content, and demonstrated ability to produce portfolios accentuating teaching skills. There has been no major effort, however, to include areas in the affective domain. An informal survey of various colleges with teacher education programs shows a variety of requirements for admission into the teaching programs, but little or no screening to insure the inclusion of a caring dimension (see Table 1, Internet search, 1999).

**Table 1**  
**Prerequisite of Caring\***

Name of University	Caring Evaluation	ACT/SAT	GPA	Interview
Arizona State	no	yes	2.5	no
Univ. of Illinois	no	yes	2.5	no
Utah State	no	yes	2.75	yes
Univ. of Georgia	no	yes	2.75	no
Penn State	no	yes	2.5	no
Univ. of Memphis	no	yes	2.5	yes
Albright College	no	yes	2.5	no
Temple Univ.	no	yes	2.5	no
Harvard	no	no	no	no
Michigan State	no	yes	2.5	no
Univ. of Maine	no	yes	2.5	no
Univ. of Oregon	no	yes	3.0	no
Florida State	no	yes	3.0	no
Univ. of No. Texas	no	yes	2.75	no
Univ. of Minnesota	no	yes	2.5	no

\*Information provided by David Baca, Senior Elementary Education Major, University of Central Arkansas.



A cursory review of headlines in newspapers across America points to the need for changes in teacher education requirements. Some recent examples are illustrations of a teacher giving birth to her middle school student's child, a teacher being placed on leave for using racial epithets, and an account of an elementary teacher arrested on child pornography charges – children in his class. These and numerous other accounts document teachers' involvement in activities that are generally considered immoral, unethical, or illegal. Though the overwhelming majority of teachers are not implicated, the realization that there are just a few percentage-wise of the total teaching force involved in these activities still constitutes a major problem for teacher preparation programs, and the public at large.

If teaching is a moral activity as suggested by Rogers and Webb (1992), it requires teachers to consider the ethical implications of their behavior. Teacher educators need to promote sound ethical standards in pre-service educators. There must be a realization that the classroom must be grounded in an "ethic of caring" in order to meet the needs of the whole child. Content mastery, alone, is hardly sufficient because it does not encompass caring about learning, living, and each other (Kohn, 1991).

### **The meaning of caring**

To provide a framework for further discussion it is helpful to develop a common understanding of the concept of caring. First, a definition is needed. The dictionary equates caring with a related concept, empathy. Furthermore, according to Merriam-Webster (1995), empathy is described as "The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experiences of another . . . ." Professor Morrie Schwartz, the subject of author Mitch Albom's best seller, *Tuesdays With Morrie*, made several salient comments which describe the caring ethic. In a "Nightline" interview with host Ted Koppel, he stated that "living means I can be responsive to the other person. It means I can show my emotions and my feelings. Talk to them. Feel with them . . . When that is gone, Morrie is gone" (p.162). In another passage, Morrie stressed the need for people to love each other because it was the "rational" thing to do. "Love each other or perish," Morrie said. "It's good, no. And it's so true. Without love, we are birds with broken wings." (pp. 91-92). For practical purposes, these two terms, caring and empathy are therefore interchangeable and will be thus used in further discussion.

### **The components of caring**

The meaning of caring or empathy does not by itself give proper scope to the far-reaching nature of the concept, especially as it applies to teacher behavior. Further insight into the nature of caring can be derived through examining its basic components as demonstrated by teacher behavior: reducing anxiety, listening, rewarding appropriate behavior, giving

friendship and motivating students (Bulach, Brown, & Potter, 1998). If these behaviors are correctly identified, it may be incumbent upon the teaching institution to design, field test for reliability and validity, and implement screening instruments to identify students who possess these qualities.

Using these components as a structural basis, a screening test needs to include questions in each of the five areas. Based on the ideas established by Bulach, Brown & Potter (1998), the author has developed an instrument, not yet validated, which might provide a beginning for a more complete assessment. The instrument was appropriately named the **CARE Test-Caring Assessment: Reform Education**. (See Table 2)

### **Advantages and possible problems**

If developing a moral and caring community is a perceived goal of public education, it seems logical that the teacher should be the primary role model for the child. According to Noddings (1984), students need caring role models and experiences to develop an ability to act as caring individuals.

Furthermore, the role of caring in learning itself is primary. As Bulach, Brown and Potter (1998) noted, students cannot be taught, nor can learning be achieved, until the students are convinced the teacher cares about them. Maslow (1954), in his pioneering work, stated the need for love and acceptance as underlying conditions for self-actualization.

There is a basic problem, however, in determining which candidates possess caring attributes. Screening teacher education candidates for their caring or empathy capabilities seems to be as reasonable (or unreasonable) as evaluating them using current screening measures. Summarizing research in this area, Freeman and Schopen (1991) conclude that there is no data which support the notion that any of the teacher admissions tools actually predict teacher performance. Further, they state that although the current system of teacher testing and multiple criteria for admission may have credibility with the general public, there is little evidence this system is effective in increasing the quality of either teacher education candidates or teacher quality in the public schools. They argue persuasively that public image is driving the testing movement more than sound educational practice. Perhaps the same arguments can be made for including testing teachers for empathy. It is just as reasonable, or unreasonable depending upon the view, and in the current social scene, would perhaps receive wide public support.

Opponents to screening for caring might state that such testing, generally, would be difficult to support due to lack of reliability and validity. Indeed, personality testing has been an area which seems to be difficult to uphold because of these concerns. However, the work of Mehrabian (1999) seems to counter the argument. He has developed the Balanced Emotional Empathy Scale (BEES) which he claims exhibits high positive correlation with other measures of empathy. He notes that persons with

higher empathy scores exhibit these characteristics:

- Higher skin conductance and heart rate to emotional stimuli
- Tendency to be emotional, weep
- Tolerant of infant crying and less abusive toward children
- Altruistic in their behavior toward others and in volunteering to help
- Affiliative
- Non-aggressive
- Arousable and pleasant temperaments
- Score higher on measures of moral judgment
- Rate positive social traits as important

There is an additional finding which may have particular significance in today's public education climate. Mehrabian claims his studies show a negative correlation with a student's propensity toward committing violence at school.

Once employed, there is the need for continued assessment in this area. One way to achieve results is to survey students about their teacher's demonstrated caring ability. Bulach, Brown and Potter (1998) suggest the use of a Likert scale in a survey instrument. They recommend the student evaluation of a wide range of caring behaviors:

1. My teachers greet me when I enter the room.
2. My teachers call me by my name.
3. My teachers reward or compliment me for good behavior.
4. My teachers enforce the same rules for all students.
5. My teachers inform my parents about my progress.
6. My teachers recognize me for academic achievement.
7. My teachers recognize me for extracurricular achievement.
8. My teachers display my work.
9. My teachers eat lunch with me.
10. My teachers provide an orderly classroom.
11. My teachers take a personal interest in what I do outside the classroom.
12. My teachers give me opportunities to make decisions that effect me.
13. My teachers create an environment where I feel safe.
14. My teachers teach me at my ability level.
15. My teachers make time for me before and after school.
16. My teachers maintain eye contact with me when they talk to me.
17. My teachers ask for my opinions.
18. My teachers return work promptly with comments.
19. My teachers give me help when I don't understand or respond.
20. My teachers use negative criticism with me.
21. My teachers ask me to help with classroom tasks.
22. My teachers are positive with me.
23. My teachers provide treats on special occasions.
24. My teachers allow me to have fun at their expense.
25. My teachers use sarcasm with me.
26. My teachers intervene when students pick on each other.

## Possible Responses

The screening programs for prospective teachers in teacher education programs in colleges across America have been traditionally connected to academic criteria, such as grades, test scores, and interviews. Although teacher educators recognize the importance of developing an ethic of caring in pre-service educators, little has been done, however, to determine if the candidate possesses a caring attitude. Further research needs to be conducted to identify procedures for selecting and assessing teacher candidates. Behaviors that address the ethic of caring as well as the academic development of children must be considered. Additionally, preservice educators need ample opportunities in college classrooms and field experiences to develop a caring attitude and to reflect on how to encourage caring in students. Finally schools need to facilitate preservice and inservice teachers demonstration of caring by: (1) reducing class sizes to help teachers know their students and address their individual needs; and (2) encouraging teachers to interact with students' families and their communities. Selecting teacher candidates based on a set of skills ignores the ethic of caring needed to guide the development of children both as individuals and members of family, school, community, and society. The author presents no simple solutions. However, the development and use of valid and reliable screening instruments to assess the ethic of caring may be a helpful solution to the problem.

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**Table 2.**  
**THE C.A.R.E. TEST – Caring Assessment:**  
**Reform Education**

**(Read each of the statements carefully. Choose one answer which best coincides with your beliefs about the proper role of the teacher in each situation.)**

1. One of the older, bigger, stronger students is constantly harassing other classmates. During math, you observe this "bully" taking a pencil from a non-protesting student. As a teacher, you:

- A. ignore this since it is a part of the growing up process for many students.
- B. chide the passive student for not standing up for himself.
- C. quickly intervene, refer to class rules, and reinforce appropriate behavior.
- D. shame the aggressor in front of the class.

2. At the end of a unit on writing in research, a student completes a paper reflecting what the student values about a hobby. Three weeks later, you return the paper, circling in red mistakes in grammar and punctuation. your behavior may indicate to the students that you:

- A. are not interested in the content.
- B. are not knowledgeable in the area.
- C. are too busy to grade the papers.
- D. do not care for them.

3. Your students have turned in their Thanksgiving paintings on the topic, "What Thanksgiving Means to Me." Most of these are very colorful and show strong emotion. As a teacher, you decide to:

- A. grade the paintings and place them in student portfolios.
- B. place them around the room at eye level and compliment the students individually.
- C. rank them in order of best to worst.
- D. have the art teacher to evaluate them.

4. Your school allows teachers to eat lunch with students. You decide to use this time for "personal space" and to prepare classroom activities for the afternoon. What would be a likely consequence for the students?

- A. Students might see your not eating with them as evidence of uncaring behavior.
- B. Students would see your wisdom in your use of time.
- C. Students would not be affected.
- D. Students would feel stronger affection toward the teacher.

5. A student shares a plan with you on ideas for creating a perpetual motion machine. While looking at the diagram and listening to the student explain how it works, you notice that the machine has no source of power. So you say to the student:

- A. "If you were thinking effectively, you would have added one detail – the power source."
  - B. "Is this the best that you can do?"
  - C. "This is really creative!! How can it be improved?"
  - D. "I think it is obvious that your ability is better in another area."
- 

### **Interpretation of C.A.R.E. Test**

Question 1. Correct answer: C.

Enforcing class rules helps create an orderly environment, thus reducing the level of anxiety in the classroom. Other possible teacher behaviors that help reduce anxiety are: maintaining eye contact with students when the teacher talks to them, teaching students at their ability level, giving students positive reinforcement for good behavior, giving students cues when they don't respond, and enforcing the same rules for all students.

Question 2. Correct answer: D

Taking a personal interest in the students outside the classroom environment is a significant part of caring because it shows a willingness to listen. Other teacher actions which reflect this willingness include giving students opportunities to make decisions that affect them, asking students for their opinions, and making time for students before and after school.

Question 3. Correct answer: B

Displaying student work is an example of rewarding good behavior. Other teacher behavior could include providing students with "treats" on special occasions, asking students to help with classroom tasks, and informing parents about their child's progress.

Question 4. Correct answer: A

Eating lunch with students is seen by students as being a friend, an important element in caring. Returning work promptly with comments, allowing students to have fun at the teacher's expense, and intervening when students pick on each other are other examples of caring behavior, since they demonstrate friendship.

Question 5. Correct answer: C

Appropriate motivation of students includes the use of positive comments and the avoidance of sarcasm. Other factors that relate to this quality include recognizing students for extracurricular achievement and recognizing students for academic achievement.

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# A Process for Evaluation of a Multi-faceted Educational Renewal Project

*Charles W. Ryan, Timothy J. Rafferty, Glenn Graham,  
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## Abstract

The renewal partnership collaborative was evaluated to determine major outcomes of this renewal initiative. Also, we tested a model for evaluating a complex school renewal effort that involved multiple sites, different student populations and varying degrees of philosophical belief regarding "best practices" for effective schools. The evaluation procedures conducted were formatted to secure information from archival materials, focus group sessions and a survey questionnaire administered to renewal participants. This abstract provides a brief synopsis of major findings and recommendations.

From analysis of archival material, focus groups and survey data, several significant conclusions are drawn from the data. For example, consistent conversations regarding the Goodlad 19 Postulates occurred, discussion of policy and/or procedural matters were conducted and consistent support from school administrators, clinical faculty, university faculty and interns was noted in the areas of inquiry based knowledge, commitment to moral, ethical and enculturating responsibilities of teaching, excellence in teaching, colleague relationships and scholarly inquiry for better understanding of the aims of education.

It is also noted that areas of concern focused on evaluating the partnership, impact of renewal on professional practice of school administrators, and sharing the change agenda with interns as major factors where least support was noted.

A number of specific recommendations were generated from the evaluation data: participants

were encouraged to continue developing and identifying common concerns, look for samples of best practice as related to simultaneous renewal, establish plans for short and long range renewal efforts, reduce "firefighting" agenda/discussions, and articulate a vision of the "new simultaneous renewal" for all partners. In summary, the directors and participants in this project successfully accomplished the specific goals established in the proposal.

## Introduction

To a significant degree, evaluation of an educational renewal project depends on the needs of the participants, their ideas and their concerns. Collaboration practices that worked as well as the results of collaboration practices that failed are presented. This type of collaboration is generally organic in nature, as this is a collaboration where the shared goals are institutionally recognized and supported. The clinical faculty must embrace the goals of collaboration, as teachers are conduits for change. In the classroom, teachers must feel that the university cares about meeting the needs of children. To aid this process, the evaluators believe that the teachers must be involved in the collaborative effort from the beginning. Their commitment to, their involvement, and their complete understanding of the renewal movement is imperative. It would be unfortunate if the primary contact between the university and the schools was for research purposes only. The teachers may feel they are used as research subjects and that they have little role in educational change at all. Change may not occur in the classroom if the teachers feel that they have no say in the renewal.

The component roles of the relationships must be clarified at the beginning of the project where partnerships are the outcome. In *Component 1*, the Goals of Renewal must be based on attainable goals. In the goal setting phase of a program, partners may set unrealistic goals and the enthusiasm of the group can be influenced by funding, time constraints, or human resources. Change takes more time and resources than expected in the beginning. People also need time to ingest, observe, try, and commit--reflecting after each step--before they can change. To keep the forward momentum going the project must move steadily forward while handing out changes in digestible portions.

*Component 2* is The Nature of Partnerships. Partnerships require commitment, cooperation, respect,



camaraderie, flexibility, and dialogue. They can be powerful change agents in the relationship between the university and the schools. For collaborators to develop a synthesis of natural goals a long-range management plan must be formulated. This plan should include all parties detailing the project, stating its goals, activities, timeline, the responsibilities of the participants, and an evaluation plan.

Conflict will arise. The partners must get any conflict out in the open. Communication is essential to successful partnerships. One way to ensure this flow of communication is to constantly gather perceptions from all directions. Furthermore, keeping everyone up to date on the project by meeting regularly, allows constant feedback from both the school and the university. These meetings can encourage information sharing so that partners understand each other's needs, concerns and strengths.

In one respect, there is need to avoid "The B.C. Syndrome." This occurs when there is a change in university or school administration. The new administrators often seem to feel that anything done prior to their arrival has little value or merits minor attention. Most administrators want to make their own changes and tend to trivialize plans or projects developed before their arrival. The teachers involved in the project tend to wait to see the agenda of the new leader before they commit to new projects.

*Component 3* is the School. This is the human component. Universities tend to start with the small partnerships – one school, one teacher, one classroom, one grade – and then expand. Educational reform literature reports that effective projects embrace all, or at least all of one unit, within a school district (Spanbauer, 1996). As difficult as it may seem to partner with an entire school district, studies show ways that have worked (Clark, 1994). One way is to involve teachers as project leaders or clinical faculty. Other collaborations report that teachers learning from other teachers is more valuable than information imparted from university personnel.

Of course, the involvement of teachers as leaders raises concerns. First, teachers are not trained to lead other teachers. In K-12 schools, this position is viewed as being an administrator's role. (The trainers of teachers must concentrate on leadership skills and include skill training that aids teachers in taking responsibility for themselves.) These teachers must reflect the particulars of on what they do and why they do it. The attitude of "us versus management" view must be replaced with an "us together" attitude. The second concern in having teachers as trainers or leaders deals with the difference between the conduct of research and the conduct of research in collaboration. In the conduct of general research of schools, teachers are a part of but not controlling players. During partnerships, involving teachers as trainers and leaders is integral to ongoing inquiry research.

The principal is a key person in the collaboration effort. The principal's position is difficult in that she or he must accommodate the administrative expecta-

tion of the principal as a strong leader, while relinquishing power to teachers to participate in decision making.

Parents are an integral part of the school community and can be very supportive of school change. Parents want the best for their children and will support collaborative reform once they are convinced that the school and the university are working together to promote learning.

*Component 4* is the University. The university educators must come to the partnership as inquirers rather than as the experts leading the reform. They must embrace the reform and communicate their ideas about the project but not take over the school. University educators must help teachers learn to write curriculum. This is a role reversal for teachers who learned to write lesson plans based on national curriculum.

The university educators must spend a lot of time on a collaborative effort with K-12 schools. The university educators in this project were a part of the partnership effort because it made them feel connected with the students. They felt linked with the teachers and they had real interactions with the school community. To promote renewal involvement, rewards for university personnel must be forthcoming. We need to promote university collaborative efforts to make sure that university faculty stay current on teaching realities in public or private schools.

The philosophy of collaboration and renewal as explained above is one way that universities provide teachers with current information on teaching and sharing in the learning process. This information is based on the reflection that university-school collaboration is a team integrated process and requires continuous study over time. The purpose of this paper is to report the evaluation model/process used to assess a renewal effort between Wright State University, College of Education and Human Services, and the three diverse school systems: urban, suburban and rural. The evaluation process required a model that utilized a number of approaches and procedures to secure data from all participants.

## Method

For the purposes of this paper, evaluation is defined as "the process of clarifying a set of informational needs, and collecting, analyzing, and reporting the information to interested parties" (Rossi and Freeman, 1993, p. 5). The following definitions were used to assist the evaluators in setting data gathering parameters:

*Qualitative methods include participant observation, interviews, and open-ended questions; and focus on naturalistic inquiry and inductive analyses. Reports use quotes and descriptions and take the form of case portrayals.*

*Quantitative research methodologies include random sampling, hypothesis testing, and structured questionnaires; and focus on statis-*

*tical and deductive analyses. Reports use summary tables and take the form of statistical presentations.*

Suggestions for reporting format are also included in the definitions. Through a series of design conferences with project staff, the evaluators identified the information desired for various information users, particularly the Institute for Educational Inquiry. The evaluation procedures were subsequently "mapped" and aligned with the three major research questions, which developed as the partnership was formed. The evaluators, in conjunction with staff and participants, addressed the following research questions:

1. What impact have renewal efforts had on the professional practice of professional teachers, administrators, and interns in the partner schools?

2. What renewal values have accrued to participating partner schools and the university in relation to professional growth, performance assessment of first year teachers, and revising professional development programs for teachers?

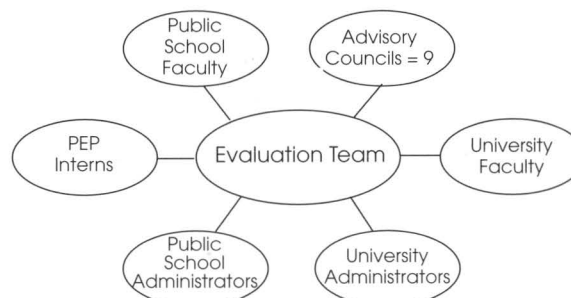
3. What factors are impeding acceptance of a renewal philosophy in partner schools?

The evaluation questions were subsequently reviewed and the data elements required to answer each one, as well as the necessary analysis techniques, were specified. Finally, a design document was prepared that set forth a detailed methodology for the evaluation in a memo to the project principal investigators, (J. Tomlin and D. Cole, personal com-

munication, October 15, 1998). After discussion with the above individuals the evaluation team further delineated the detailed methodology for the evaluation (see Table 1). This section presents an overview of the evaluation design as it relates to instrumentation and sampling.

The conceptual framework for assessing the implementation/process of educational renewal and its effect on all participants represents an attempt to measure causal factors, which determine how individuals related to the goals of this project. We sought to explain observed variation in the quality of implementation by analyzing participant behavior and implementation strategies. These determinants, including the school district's experience with renewal, adoption strategies, and organizational capacity for change, operate to facilitate or impede the implementation of the renewal philosophy. This information should help us explain why some partner schools or universities are better able to implement renewal than others. Figure 1 illustrates the complexity of interaction that occurs in a multi-institutional renewal effort.

**Figure 1**



### Evaluation Design for Multi-Institutional Collaborative

*Note: The evaluation design permits assessment of renewal initiatives through focus group discussion, interviews, archival analysis and survey method*

Thus, the evaluation framework examined those determinants, which explain variation in the quality of implementation of educational renewal. The quality of implementation interacted with teacher and administrator opportunity to discuss the 19 renewal reform postulates (Goodlad, 1994) and subsequent understanding by all participants. Exposure to the postulates and continual discussion of their intent and application were determined by content analysis of committee and advisory group meetings throughout the project year. The conceptual framework for evaluation suggested several policy-level evaluation questions, which aligned with the previously stated major research questions:

1. What factors determine the quality of implementation of renewal in partner schools?

2. Do participants who have been exposed to

**Table 1**  
**Design Procedures**

Research Question	Partner Activities	Evaluation/Design Methods	Outcomes/Technical Evaluation Report
1. What impact have renewal efforts had on the professional practice of teachers, educators, administrators, and interns in the partner schools?	❖ Advisory group meetings	Participant/Unobtrusive Observation by trained evaluator (Qualitative)	- Part A: Analysis of project minutes, records, etc.
2. What renewal values have accrued to participating partner schools and the university in relation to professional growth, performance assessment of first year teachers and revising pre-professional development programs for teachers?	❖ Orientation to NNER Philosophy Sessions ❖ Number of Advisory Groups: N = 7	Analysis of Archival Materials (Qualitative)	- Part B: Focus group findings.
3. What factors are impeding acceptance of the renewal philosophy in partner schools?	❖ Number of Participants: Teachers N = 33 Interns N = 33 Administrators N = 9 University Faculty N = 11	Survey Questionnaires to Clinical Teachers, School Administrators, University Faculty, and Interns (Quantitative)	- Part C: Analysis of survey responses.

*Note: The evaluation design uses both quantitative and qualitative procedures, but relies heavily on judgmental assessments for drawing conclusions.*

renewal philosophy develop different approaches for educating students and using clinical experience for student teachers?

3. Are there differential perspectives on educational renewal which interact with project goals and anticipated outcomes?

A major focus of this evaluation was the implementation process for educational renewal as defined by the Institute for Educational Inquiry. Conceptualization and measurement of this complex variable was a difficult task. The difficulties were compounded by resource limitations which precluded expensive, on-site observation of classrooms, student behavior, curriculum renewal, university-school staff interaction and other critical variables. As a consequence, our approach to assessing the quality of implementation relied exclusively on content analysis of archival material related to a number of meetings held throughout the project period, focus group analysis and survey information acquired from project participants. We were interested in determining if project participant "exposure" to renewal philosophy as articulated in the 19 postulates was a recurring feature of discussions.

### Instrumentation

The complex nature of this evaluation reflected the program's complexities and was reflected in turn by the variety of instruments used. The present summary of instrumentation draws heavily on data acquired from archival materials, focus group discussions and a survey instrument administered to project participants.

The project instruments were:

Focus Group: A procedure to elicit participant opinions on a focused topic via a set of structured questions – structured questions were used.

Archival Analysis: A procedure to analyze written materials from minutes, logs, reports and other project materials – content analysis was used.

Survey Questionnaires: Developed from the 19 Postulates (Goodlad, 1994) to collect information from participants about their feelings, motivations, plans, beliefs and educational background.

Process dimensions were measured by three sets of variables: 1) knowledge and understanding of educational renewal; 2) role/behavior related to educational renewal – including classroom or teacher education activities, linkage activities and extra- school activities; 3) value internalization as determined by focus group analyzed responses to selected items developed by the evaluation team. The data analytical approach is an attempt to discover related themes in all of the renewal activities.

### Procedures

Data collection involved the use of multiple information sources. Sources of data included:

- Observation of participants by a trained observer at advisory group meetings.
- Analysis of archival material, e.g. minutes, notes, logs and other records.
- Focus group interview of selected clinical teachers, school administrators, university faculty and interns.
- Survey Questionnaire responses from clinical teachers, school administrators, university faculty and interns.

The questions for the Focus Group sessions and the Survey Questionnaire were developed from Educational Renewal: Better Teachers, Better Schools (Goodlad, 1994, Chap. 3). Also, Focus Group sessions were recorded and analyzed for trends, concerns, interpretation of renewal and participant perceptions of project activities they were involved in.

### Findings/Results

As an impact assessment of an active renewal initiative involving an ongoing program and whether it is having met effects in the desired direction, it was necessary to utilize both quantitative and qualitative data. The relative advantages and disadvantages of the two types of data have been debated in some detail in the social science literature (Cook and Reichard, 1979, and Lincoln and Guba, 1985). We choose to include both quantitative and qualitative data for a fuller assessment of an ongoing program. The goal of this impact assessment was to arrive at a valid inference about whether an ongoing program was having impact in the desired direction (Wolf, 1979). In short, would our findings have generalizability to the program as it actually operated or to similar programs in comparable settings? Findings are reported in the following sections:

#### Part A - Analysis of Archival Materials:

For the past 3 years the Department of Teacher Education (TED), CEHS has been operating a network of Professional Development Schools in the Dayton Metropolitan Region (AKA "Partner Schools"). The school districts are: Dayton Public Schools (urban), Fairborn City Schools (suburban), and Trotwood-Madison (rural). All PDS's and TED have been working to develop simultaneous renewal of school-based learning, Teacher Education, and the continued development of in-service teachers. The Professional Development School model is designed to work collaboratively with schools in four main areas: pre-service teacher preparation, staff development, inquiry research and simultaneous renewal through use of the National Network for Educational Renewal (NNER) 19 Postulates (Goodlad, 1994).

During the 1998-99 school year renewal participants were to focus on:

- Strengthen, develop and expand partnerships with Dayton Public Schools, as well as other Dayton Metropolitan Area Public Schools (DMAPS).
- Further elaborate and develop in all stakeholders a shared understanding of the agenda of NNER and WSU's Partners Transforming Education initiative.

A number of relevant activities were developed to lead this renewal agenda. For example:

- Partnership expansion – PDS sites at Trotwood High School, Shilohview Elementary and Dunbar High School were finalized and advisory councils established in 1998-99.
- Development of a middle school PDS was explored with Dayton Public School administrators and Fairview Middle School was selected and the faculty voted to participate in Spring, 1999.
- Professional initiatives to secure additional funding support for advancing the agenda of simultaneous renewal were secured through a collaborative arrangement with Project SUSTAIN and the Dean's Discretionary Fund Account in CEHS (state funds).
- Sustained conversations with the College of Liberal Arts (COLA) and the College of Science and Mathematics (COSM) have led to joint appointments with the Departments of Mathematics, Geology, Physics and Biology. These faculty have participated in the Local Associates Institute for discussion of collaboration in the renewal of PDS's and Teacher Education.
- A Local Associates Institute (LAI) was planned, coordinated and delivered in 1999:
  - LAI 1 was held on January 22-23, 1999,
  - LAI 2 was held on April 16-17, 1999,
  - LAI 3 is planned for July 9-10, 1999.
 Analysis of Institute agenda notes and oral discussions indicate sustained attention to the 19 Postulates and "urban education".
- Strong and sustained attention was a hallmark of this year's Dewitt-Wallace project to the recruitment of underrepresented students and/or teachers to participate in renewal activities through the partnerships. University Fellowships were awarded to 15 degree candidates through the Professional Educators Program (PEP) for study commencing in Summer, 1999.

In summary, the expected outcomes as stated in the original Dewitt-Wallace proposal indicate significant accomplishment of all 8 outcomes (See Table 2).

Analysis of information contained in archival materials (minutes, logs and other records) was con-

ducted to provide insight into the "process of renewal" as manifested in the PDS and university sites. Conceptualizing and measuring the implementation was considered important for several reasons (Rossi and Freeman, 1993). First, we reasoned that unless the process of renewal, as defined by practitioners, was carefully examined, we might have ended up evaluating a bias of unknown magnitude (Kalton, 1983). Secondly, a literature review provided significant guidance for analyzing renewal theory and practice through use of ethnographic research tools to secure a "mutual adaptation" perspective from all parties involved. This approach recognizes the evolving character of renewal in schools and universities and the diversity of approaches. A number of forces operate to facilitate or impede the introduction of renewal concepts (19 Postulates) into either school systems or teacher education. Refining the intent and meaning of "renewal" was in itself a daunting task.

**Table 2**  
**Project Outcomes for 1998-99**

Outcome	Evaluation Evidence
• Expanded Partnership. (Postulate 15)	A total of 3 new settings were added in 1998-99.
• Urban Middle School (Postulate 15)	Fairview Middle School, DPS added in Spring, 1999.
• Professional Experiences for PEP Interns aligned with new state licensure. (Postulate 10)	Electronic Portfolio model developed to align with PRAXIS II Domains and learned society guidelines.
• Empirical data established. (Postulate 17)	Minutes, notes, logs and test results on PRAXIS II, Professional Assessments For Beginning Teachers (ETS, 1994).
• Expanded core of academic and clinical faculty in place. (Postulate 4)	All sites established clinical faculty positions and dual appointments between COLA, COSM and CEHS finalized.
• Diversity in student pool and clinical faculty increased.	Verified through student admits to PEP (N=33) and CF appointments N=33.
• Expanded pool of participants from PDS sites and on WSU campus.	Expansion of sites provided about 12 CF, Interns were 33 and dual appointments totaled 7. Also, selected faculty and administrators from COLA and COSM participated in DMANER LAI.
• Dual appointment faculty at Wright State.	Increase noted through participation in LAI and official dual appointments, N-7.

From our analysis of archival material: minutes, notes, logs and other records, it appeared that renewal manifested itself along essentially five dimensions:

- Changes in tangible resources – facilities, staff, equipment, materials.



- Changes in intangible resources – staffing assignments, organizational alignments, intern groupings.
- Changes in knowledge and understanding on the part of all participants – clinical faculty, school administrators, university faculty, university administrators and PEP Interns.
- Changes in role/behavior of participants.
- Value internalization – commitment and attitudes toward renewal.

The scope of this evaluation was focused on value internalization and documented changes in knowledge/understanding of NNER renewal postulates as cited through content analysis of notes, minutes, logs and other records. In addition, assessment for the participants was provided through structured focus group sessions conducted by evaluation staff and analysis of survey data. The results from content analysis of printed material follow. Findings from the Focus Groups will be found in Part B and survey results in Part C.

To facilitate data presentation, the analysis of minutes, logs and other records is presented in alignment with the specific advisory group and includes a final summary statement. The log analysis for the DPS/CEHS Steering Committee is presented as one example of data collection from a total of seven functioning advisory groups.

#### Wright State University – Dayton Public Schools Steering Committee

The Partnership Agreement between DPS and CEHS was formally signed on April 1, 1999 between the two parties. The DPS agreed to participate on a steering committee to oversee policy, establish a process for operation, plan collaboratively and work as a team for conflict resolution. The comments are organized around factors, which operated to facilitate or impede implementation of the NNER renewal philosophy (See Table 3) as recorded in notes, logs and records. The information was reviewed for trends, categories, etc.

Table 3 presents the major categories cited in minutes, notes and records of the WSU/DPS Steering Committee. As can be seen from Table 3, the most common topic focused on organizational concerns, e.g. intern placements, training for reserve teachers, stipends for workshops and scheduling of interns. Discussion of the 19 Postulates and the simultaneous renewal process was also a topic of consistent discussion. Please note, most meetings were scheduled for 1 1/2 hours, but side bar discussions often proved detracting to extended analysis of the topics.

#### **Part B - Focus Group Responses:**

A focus group is defined as a carefully planned discussion designed to obtain perceptions or insights on a specific area of interest in a non-threatening environment. It is conducted with seven to ten people by a skilled interviewer. Our "specific area of

**Table 3**  
**WSU-DPS Steering Committee Topics**  
**on Postulates, Renewal and**  
**Organizational Concerns**

Identification of Topics	Number of Citations
• Simultaneous renewal and unpacking the postulates.	3
• Review PEP admissions process.	1
• Define PDS/Partner School.	1
• Teachers must understand renewal process/conversation.	5
• Staff needs to know partnership theory.	1
• What should a partner school look like?	2
• What is Induction? Mentoring?	2
• How do children learn?	1
• How does renewal relate to NNER?	1
• How do we involve parents?	2
• Organizational concerns; e.g. Intern placement, reserve teachers, stipends.	13
• Placement of Interns.	1
• Need for content courses in discipline.	1
• Faculty role, e.g. experienced teachers feel more comfortable with their role.	3
• NCATE Requirements and Audit.	4
• PDS Faculty "leery" of inquiry research.	1
• How to avoid burnout of Clinical Faculty.	1
• PRAXIS Training for PDS.	2

interest" was the perceptions that interns, clinical faculty, university faculty and partner school principals held about the school/university partnership. Focus group discussions were planned to be relaxed, comfortable, and enjoyable for all participants as ideas and comments were shared.

Focus group discussions were two hours in length and were convened on March 24 and May 26, 1999. A population of 70 interns, clinical and university faculty, and partner school administrators were invited to participate. Thirty respondents were involved in four separate focus groups, led by two university professors experienced in conducting focus group discussions, who served as facilitators and recorders. To begin each focus group facilitators outlined the purpose of the focus groups and the process that would be employed for the discussion.

In general, the purpose of the focus group aspect of this assessment was to gather participant perceptions of the efficacy of the school/university partnership. More specifically, three primary elements reflecting the research questions cited in the Funding Request Application to the Institute for Educational

Renewal, comprised the focus of group discussions:

- participant understanding and awareness of the concept of educational renewal (as addressed in Goodlad, 1994),
- participant perception of the impact that renewal efforts have had on professional practice, and
- participant perception of those factors mitigating against or impeding educational renewal in the partner schools

The following questions were used to focus discussion with each of the four groups:

1. When you think of the concept of educational renewal . . . What does it mean to you? How would you define or describe educational renewal?
2. From your perspective, how do you see the DeWitt-Wallace school/university partnership accomplishing educational renewal as it has been defined/described?
3. What factors might be impeding the understanding and acceptance of educational renewal (or the acceptance of a renewal philosophy) in the partner schools?
4. From your perspective, what impact have renewal efforts (associated with the DeWitt-Wallace school/university partnership) had on the professional practice (i. e., both process and outcomes) of interns, clinical faculty, university faculty, and school administrators?
5. If you were to design a school-university partnership (such as the DeWitt-Wallace school/university partnership) that would succeed in achieving educational renewal, what would it look like? . . . be comprised of? . . .

For purposes of brevity only responses to question 1 are presented.

### **The Concept of Educational Renewal (question #1)**

#### **Intern Perspectives:**

Interns articulated a conception of educational renewal as personal and directly related to meaningful opportunities for professional improvement. Renewal is " . . . being able to apply what I know and what I'm learning." "It happens when I enter the classroom with new ideas and strategies." "(Renewal) is learning about how people learn." Most interns agreed that the renewal "opportunity" they are experiencing " . . . is the reciprocal relationship between clinical faculty and interns. We learn from them, they learn from us." A less dominant intern perception suggested that renewal involves an "immersion" into some aspect of education or classroom life such as educational technology or the Ohio Model Curriculums.

#### **Clinical Faculty Perspectives:**

Clinical faculty spoke of their understanding of educational renewal as being "a term bantered around school" to that which "Reminds me why I went into this job originally." Most concurred that renewal "is renewal of ourselves, new learning for us" or "a chance to step back, individually and collectively, to reflect on what we are doing" and is "an excitement about what we're doing and about the *new stuff*." Like the interns, clinical faculty saw educational renewal as personal, yet they articulated a group or school level aspect as well. They reported attending meetings and asking, "What is it that we want to renew in ourselves or school?" Several teachers mentioned that this tends to take a programmatic turn when concerns such as parent involvement, discipline, homework, or cooperation/collaboration amongst faculty and staff emerge.

#### **School Administrator Perspectives:**

Administrators described educational renewal as "staying current with research" and "doing things differently to improve the teaching-learning process." They cited scheduling, school-to-work opportunities, grading, student assessment, teaming, looping, classroom management, staff/professional development, and the use of educational technology as examples of targets for renewal. One principal stated that "Renewal is an attitude or a mindset that serves as your infrastructure for life-long learning. Renewal is not achieved through directives or compliance mandates. Schools must have the authority (and funds) to carry out renewal. Restrictive policies, procedures, and standards are barriers to 'best practice'." Others concurred and confirmed their belief that "We spend too much time looking outside the classroom. We need to look more deeply inside at teaching and learning processes. This is renewal."

#### **University Faculty Perspectives:**

While one university faculty member described renewal as "continual self improvement - increasing one's assets via a reflective process" most agreed that it is "...bigger than the individual. It is systemic and simultaneous in nature." In general, this faculty described renewal by contrasting it with reform. More specifically, they stated that reform denotes a "broke and needs fixing," outside-in and top-down, exclusive approach to improving education. On the other hand, renewal, they suggested, is "more positive," is focused on continual improvement, and is designed to "bring our desires and realities closer together" while including "the voices of diversity."

### **Part C: Perception of the Partnership**

A questionnaire was sent to all public school administrators, university faculty, clinical faculty and interns participating in the partnership. Sixty-eight questionnaires were returned for a response rate of 69%. Of these, 21 were interns, 27 were clinical facul-

ty, 11 were university faculty, and 9 were public school administrators.

On twenty-one of the items a majority of the respondents answered with a "great extent" or a "very great extent". Of these items, those that received at least 70% "great extent" and "very great extent", combined responses were in order for the following items:

Item	% Great Extent & Very Great Extent
14. Do you believe interns in your school - university partnership have opportunities to move beyond traditional organized knowledge to become teachers who inquire into both knowledge and its teaching?	82.81%
11. Are those involved in the school-university partnership committed to the moral, ethical, and enculturating responsibilities of teaching?	81.82%
15. Is the demonstration of excellence in teaching (i.e., quality content, wide range of instructional materials, physical environment, student-teacher relationships, etc.) a priority among the responsible faculty?	77.27%
18. Are the relationships between faculty and interns throughout the length and breadth of the program to be commended?	75.38%
25. Do partner schools provide the array of resources and experiences necessary for a quality internship?	75.00%
12. Are the moral, ethical, and enculturating responsibilities of teaching communicated to interns?	73.85%
10. Are responsible faculty members and interns engaged in scholarly work focused on a better understanding of the aims of education?	70.77%

These were the items the respondents perceived as being best accomplished by the partnership schools in this external evaluation.

There were six items that did not receive a majority of "great extent" or "very great extent" combined responses. These would be the items respondents perceived as least accomplished by the partnership. Of these six items the respondents were split with 50% responding "little extent" and "some extent" and 50% responding "great extent" and "very great extent"

on items 8 (are open exchanges of views and collaboration characteristics of the actions of all responsible faculty?) and 17 (are interns encouraged to evaluate what is being done to them and happening to them?). On the other four items a majority of the respondents answered either "little extent" or "some extent". These items were in order:

Item	% Little Extent and Some Extent
7. Are there procedures in place for evaluating the school-university partnership?	71.21%
4. Have renewal efforts (associated with your school-university partnership) affected professional practice of school administrators?	69.23%
23. Do responsible faculty members in the school-university partnership address the theory and research on 'change' with interns?	60.94%
26. Has renewal efforts, from your perspective, addressed the dilemma of the practical versus theoretical aspects of education?	51.56%

To determine whether there were statistically significant differences in perceptions of the four groups, a chi square statistic was computed for each of the 26 items. Due to small frequencies in some cells, the "little extent" and "some extent" categories were combined as were the "great extent" and "very great extent" categories. This resulted in 2x4 contingency tables for each item with the .05 level established for significance. While it was hypothesized that the groups would have different perceptions on the items, statistically significant differences were found for only five items (7,8,18,22,and 25). A discussion of these differences follows:

#### 7. Are there procedures in place for evaluating the school-university partnership?

(Chi Square = 8.04,  $p < .05$ ) Public school administrators gave a majority of "great extent" and "very great extent" references. The other three groups gave a majority of "least extent" and "some extent".

#### 8. Are open exchanges of views and collaboration characteristic of the actions of all responsible faculty?

(Chi Square = 8.42,  $p < .05$ ) Interns and university faculty gave a majority of "little extent" and "some extent" responses, whereas clinical faculty and public school administrators gave a majority of "great extent" and "very great extent".

**18. Are the relationships between the faculty and interns throughout the length and breadth of the program to be commended?**

(Chi Square = 9.52,  $p < .05$ ) Interns were split 50/50 while the other three groups gave a majority of "great extent" and "very great extent".

**22. Do interns and faculty talk about quality versus quantity in education?**

(Chi Square = 9.69,  $p < .05$ ) Clinical faculty gave a majority of "great extent" and "very great extent" whereas the other three groups gave a majority of "little extent" and "some extent".

**25. Do partner schools provide the array of resources and experiences necessary for a quality internship?**

(Chi Square = 12.98,  $p < .05$ ) University faculty gave a majority of "little extent" and "some extent" whereas the other three groups gave a majority of "great extent" and "very great extent". The main factor in the Chi Square being so highly significant is that all but two of the clinical faculty gave "great extent" and "very great extent" responses.

Since there were only these five items where the perceptions differed significantly, it can be concluded that the perceptions of the respondents were reasonably consistent. These five, however, might warrant some discussion among the four groups. The public school people (administrators and clinical faculty) tended to be more positive in their perceptions than the university people (faculty and interns).

**Discussion and Implications**

It seems obvious from analysis of archival material, focus groups and survey data, that several conclusions can be drawn from the data:

- Consistent conversations with either direct or indirect relation to the 19 Postulates occurred in advisory council meetings.
- Consistent conversations occurred with a focus on policy and/or procedural matters relevant to each PDS site and appeared to dominate the conversation.
- Consistent conversations occurred with a focus on matters of concern to PDS school administrators and faculty.
- Consistent support by school administrators, clinical faculty, university faculty and interns was noted in the areas of inquiry based knowledge; commitment to moral, ethical, and enculturating responsibilities of teaching; excellence in teaching; colleague relation-

ships; and scholarly inquiry for better understanding of the aims of education.

- Consistent citation by school administrators, clinical faculty, university faculty and interns identified items "least" accomplished by the partnership. The areas were evaluating the partnership; impact of renewal on professional practice of school administrators; sharing the "change" with interns and addressing the practical versus theoretical aspects of education.

The multi-level involvement of teachers, school administrators and university faculty assisted in bringing renewal to a level of common understanding. For example, hierarchical conventions were amended as both clinical faculty and university faculty teamed to discuss, explore and solve problems for the education of educators in simultaneous renewal sessions. However, a tendency to micro-manage by several participants tended to stall the renewal agenda, e.g., statements to the effect that the "NNER Model - was not the only agenda for school renewal," and "requiring the faculty P.I.'s to clear expenditures and agenda items through the administration" was not conducive to providing leadership for the renewal agenda as defined in this project.

The following recommendations were from data generated in this study report and are suggested to professionals evaluating renewal efforts:

Recommendation 1: Analyze the data across groups to generate a cohesive renewal strategy - identify common concerns of all participants.

Recommendation 2: Analyze for continuous improvement - look for samples of "best practice as related to simultaneous renewal".

Recommendation 3: Analyze the number of advisory councils and how "management" to the key stakeholders. Reduced "fire-fighting" agenda/discussions and encouraged purposeful action.

Recommendation 4: Analyze how the vision of "new simultaneous renewal" for all Partners was enculturated in each partner school.

Recommendation 5: Analyze the leadership charge and identify transformation characteristics and use of macro-management strategies to implement the Postulates in simultaneous renewal.

Recommendation 6: Analyze the administrative structure for all renewal activities, e.g. Partnerships, PEP, funded projects to ensure clear articulation of administrative role and function.

Recommendation 7: Analyze the recruitment and operational materials (policy and procedures) for all advisory councils, interns, etc.



## Summary

By careful analysis of the information, we have gleaned a strong sense of support for the renewal of teacher education and strengthening of partnerships with the participating public schools in these specific settings. While there are minor concerns regarding administrative structure and governance, there continues to be strong support for related renewal activities such as the PEP program and the use of advisory councils with the partner schools. The evaluation evidence was conclusive as sustained conversation regarding the agenda of simultaneous renewal did occur under the auspices of this funded project. The evaluators believe that the model developed and used to assess this renewal effort has transportability to other sites seeking to evaluate multi-institution collaboratives.

Note: Funding for the evaluation of this renewal project was received from the Dewitt Wallace - Reader Digest Fund Incentive Award for Teacher Education, 1998-99, College of Education and Human Services, Wright State University, Dayton, Ohio.

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# The Impending Teacher Shortage: A Case of Supply and Demand

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*was too much of an incentive to leave. Additionally, the regional university was not much help, a call to the teacher placement office yield a list of only 12 names. The teacher placement director lamented that "college students are just not attracted to teaching because they could make so much more money in other fields such as business, health, computer science and so on. It seems as if every profession is paying more than teaching." After calling all 12 of the prospects, Bob was even more depressed. The first question each teacher candidate asked was "What is your base pay?" And as soon as Bob replied \$18,000, the prospects politely declined. Bob didn't know what to do next.*

Is this scenario far fetched? Not if you listen to what superintendents around the nation are saying, especially in the rural Midwest. In fact, an emerging teacher shortage is not limited to the Midwest. "The United States is now projecting a teacher shortage of more than 2 million positions by the year 2003. California alone will be hiring more than 370,000 new teachers" (Communication International, paragraph 1). Another recent study has suggested that the shortage of Minnesota teachers in certain fields may be worse than anticipated. "Projected supply (in Minnesota) does not match the demand for some specific curricular areas, such as special education, math and science" (The Center for School Change, 1999, paragraph 1). Additionally, teachers educated and familiar with urban or suburban settings are hesitant to move to rural or remote regions where they may be most needed (Chaika, 2000). Whereas, some suburban school districts report at least 200 applicants for a single opening, poor urban and rural schools are hard pressed to fill vacancies (Chaddock, 1998, March 17).

School districts are also faced with an ever-growing challenge of processing and enculturating new teachers into the profession every year. "Over the next decade, America will need to hire some 200,000 K-12 teachers annually, a staggering hiring demand due to rising student enrollments, accelerating teacher retirements, and class size reduction" (Recruiting New Teachers, Inc., 1999). These challenges threaten to overwhelm the American public education system. However, school districts are not addressing the root problem, rather many are using a band aid approach of hiring unqualified teachers. "In 1994, 27 percent of all new entrants to teaching

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## Prologue

*As superintendent of a small rural school district, Bob was not looking forward to opening school in ten days for the fall semester. There were still four unfilled teaching positions. Six of his best teachers had been recruited away from his district by larger schools who offered large signing bonuses and increased salary and benefit packages. Offers that his board could not match. Although the teachers were happy with their position and class loads, the opportunity to make more money to support their families*

had no license or a substandard license in the field they were hired to teach" (Darling-Hammond, 1999, p. 3).

With these concerns in mind the authors propose that the solution to this impending economic and social crises can be very clearly laid at only one major consideration, **low salaries**. In 1985, the Missouri State Legislature to address a major concern of low teacher salaries passed a bill that required all beginning teachers to receive a beginning salary of \$18,000. This program was phased in over a three-year period, \$16,000 in 1988, \$17,000 in 1989, and \$18,000 in 1990. Today, nine years later, minimum beginning salaries remain stuck at the \$18,000 level! John Lock first enunciated the importance of economics as a driving factor in capitalistic societies, the 17th century. Put simply, "The ability to attract high-quality applicants to any occupation depends, in large part, on the salary and benefits available to employees" (AFT, 1999, paragraph II 1). The following discussion focuses on the current market trends and forces that educators are facing today. The authors also offer suggestions for school leaders to consider as they face this growing crisis.

### Contributing Factors

While some still argue that the teacher shortage has been exacerbated by factors beyond our control, the facts are clear, "Now, as the century closes, a broad-based teacher shortage is imminent" (AFT, 1999, paragraph III 1). The AFT reports that there are:

Three main factors are at the root of this shortage. The first is the strong market for college graduates in the late 1990s—in contrast to a depressed market in the first half of the decade. College graduates are choosing careers that pay more than teaching. The other two factors are both demographic. The first is a rapidly aging teaching force. A greater percentage of teachers are reaching retirement age than at any point since World War II. The second is increasing enrollments the result of what demographers call the "baby boomlet." (AFT, 1999, paragraph III 2)

Market pressures on college student career choices. Fewer college freshmen are planning to become teachers. "Throughout most of the 1990s, the percentage of college freshmen planning teaching careers has hovered near 10 percent, down from the 1960s and early 1970s when more than 20 percent of college freshmen planned to pursue teaching careers, and up slightly from the 1980s. In 1998, this figure dropped to 7.9 percent due to a declining interest in teaching at the high school level" (AFT, 1999, paragraph III 4). A contributing factor in the reduction of student teacher candidates is evidenced in the observation that "During the past four years, salary offers for college graduates in all fields have grown at twice the rate as those for new teachers" (AFT, 1999, paragraph III 4). Worker supply

usually increases with a projected increase in job availability. However, this is not the case for increased demand for teacher candidate positions in universities. Negative economic factors appear to negate new worker demand in the field of education.

The aging of the teacher work force. Four major age-related events are converging that will accelerate teacher shortages:

(1) The average age of teachers is increasing, about one-fourth of all public school teachers are eligible for AARP membership cards (i.e., 50+) (The National Center for Education Statistics, 1996);

(2) Pressures to retire will increase with 1-in-3 teachers being in the profession for over 20 years. The National Center for Education Statistics also reports that between 1981 and 1991, the median number of years of teaching experience increased from 12 to 15 years; and

(3) More than six of every 100 teachers are leaving the profession each year. Most are retiring, but one in every five is simply deciding to quit. (The National Center for Policy Analysis, 1999, paragraphs 12-16)

In response to this increased threat to the teacher shortage problem, some states are limiting teacher retirement options. For example, "saying it could worsen a teacher shortage in New York City, Gov. George Pataki vetoed a bill that would have allowed educators to retire with a full pension at age 55 after only 10 years on the job" (CCN/IN, 1997, paragraph 1). The State of Missouri is considering the passage of HR-564. This bill "... permits districts with at least a 5% teacher shortage to apply to the Department of Elementary and Secondary Education for waivers allowing retired teachers to teach for up to 2 years without loss of retirement benefits. The department is also permitted to offer incentives to retired teachers in poor urban and rural districts with teacher shortages" (Missouri House of Representatives, 1999, paragraph 1).

Increases in school enrollment. Another factor that will exert short-term pressure on teacher supply demands is a public school enrollment bubble. Enrollment is expected to hit 46.5 million in fall 1997 -- with two million more added by 2006 (The National Center for Policy Analysis, 1999).

### Teacher Salary Trends 1960-Present

Teachers paid less than other workers. It is generally accepted that teachers earn less than many other college graduates with similar literacy skills. However, the potential impact on teacher shortages has not been fully recognized. According to the National Center for Education Statistics:

... teachers had literacy skills similar to those of many other college graduates, including private-sector executives and managers, engineers, physicians, writers and artists, social workers, sales representatives, educa-



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tion administrators, and registered nurses. However, they often earned less. The average annual earnings for teachers (pre-kindergarten through secondary, public and private) employed full time were \$26,000 in 1991, compared to \$38,500 for all persons with a bachelor's degree who were employed full time. (1996, paragraph 15)

This 68 percent salary differential creates a powerful negative incentive for college students to consider teaching as a profession and for currently employed teachers to remain in the profession.

Beginning teacher salaries remain low. Low beginning teaching salaries are a major concern for teachers and school administrators alike. Not only are beginning teaching salaries low, the beginning teacher must also face the reality that their salary increases are not likely to keep up with the rate of inflation. According to the AFT, "teacher salaries have not kept pace with the growth in per-capita gross domestic product during the past decade" (AFT, 1999, paragraph II 2). In fact, the average salary increase for teachers (after adjustment for inflation) since 1972, has been "only \$75 per annum" (paragraph II 3).

Substitutes teachers hard to find. The teacher shortage has also negatively impacted school district substitute teacher contracting. "According to several education surveys, more than 90 percent of the nation's school districts have difficulty finding substitutes" (Bayles, 1999). Kelly Services, the nation's largest temp provider, is responding to this opportunity by offering "trained" substitutes to school districts. Teacher substitute preparation by Kelly involves two hours of training, viewing of an instructional video and providing of a teacher's handbook! The State of Louisiana is asking parents armed with nothing more than a high school diploma to step in as temporary teachers (Bayles). The net result of these wacky ideas will be the dumbing down of the teaching corps.

Teacher salaries as proportion of total spending. A major myth about school expenditures has traditionally been that teacher salaries consume a very large proportion of the total school budget. A study conducted by the AFT has shown that,

Teacher salaries today account for a much smaller proportion of total education spending than they did 30 years ago. In 1960-61, the average education expenditure devoted to teacher salaries was 51 percent compared to 36 percent in 1997-98. This is the lowest percentage since records have been kept. (AFT, 1999, paragraph II 7)

These data suggest a dramatic shift in school costs over the past 40 years. Whereas the cost of school buses and other school material have expanded with inflation, these increases have been incurred as the expense of teacher salaries which have failed to maintain even the modest pace of inflation.

Salaries of other school workers. Concerns about low salaries are not limited to teachers. Other school

workers have fared even worse over the past 40 years. "Salaries of principals and all hourly workers (except teacher aides) have grown at a slower rate than teacher salaries. Central office secretaries and instructional aides showed gains similar to those of teachers" (AFT, 1999, paragraph II 12). Low salaries for principals are reflected in many school administration programs. Although enrollment in these programs remains relatively high, increasingly college professors observe that many of their students have no intention of becoming school principals. According to many potential school leaders enrolled in educational administration training programs, the cost-benefit ratio between teacher salaries and school principal salaries is too low to encourage teachers to make the transition (personal conversation) to what many have deemed America's most difficult middle management position (Levin, 1995).

Benefits package trends. A review of health-care cost trends has shown that for schools, "Employer-paid health insurance costs have declined from 7.1 percent of total compensation in 1992-93 to 6.2 percent in 1997-98. From 1990-91 to 1997-98, the health care premiums paid by education employees increased by 23 percent" (AFT, 1999, paragraph II 14). This trend mirrors health cost shifting trends through the nation. American workers are all paying more for health-care benefits and, as some believe, getting less for their hard-earned dollar.

### Market Responses to Teacher Shortages

Unfortunately, some political and educational leaders rather than address a problem directly often choose to resort to shortfall and stopgap solutions. The following discussion presents examples of short-term thinking.

International recruitment of teachers. When there is a need for low paid workers, America as always looked to foreign shores for necessary workforce to provide a needed but under valued service. For example, the medical profession initiated foreign medical graduate (FMG) licensure in the 70's to reduce shortages in family medical care, especially in rural areas. Another example is the use of migrant farm workers in Border States.

International recruitment of teachers is underway. Programs such as "TeachInUSA" are now actively recruiting international students to teach in the states (Communication International, paragraph II 1). With an increase in multi-culturalism in America, even at current teaching salaries, a flood of international teachers could soon be seen in our classrooms. Since teaching is no longer seen as a viable profession for many of our brightest and most capable college students, international immigrants may soon fill this economic void.

Lowered standards for teacher certification. Forced to choose between poorly prepared teachers and no teachers in the classroom many school districts now offer emergency teaching credentials that allow would-be teachers into the classroom before they earn their teaching credentials—or even

before they finish college (Kronholz, 1997). The State of Kentucky has taken this concept to its extreme. "The realities of finding teachers in a tight labor market, however, could lower standards in tough-to-staff districts. In response to such pressures, Kentucky is allowing five districts to hire substitutes who have only a high school diploma, 'as a last resort,' Kentucky officials say" (Chaddock, 1998, September 15, paragraph 4). Lowered certification standards has frustrated educators across the nation. Wise writes,

Too many local school boards and administrators are hiring unqualified persons. This is especially true in major cities. When school districts cannot find enough qualified teachers—they resort to hiring anyone and insist on calling them "teachers." Administrators may not want to do this but see no way out. (1999, p. 2)

Enhanced teacher recruitment strategies. Many educators are suggesting an overhaul of current teacher recruitment strategies. The National Commission on Teaching & America's Future has suggested that the way to place qualified teachers in every classroom is to: (1) streamline hiring procedures, (2) eliminate barriers to mobility, (3) provide incentives for teaching in shortage areas and fields, and (4) create high-quality pathways into teaching for mid-career entrants (1996).

An innovative program to recruit teachers into diverse settings has been established by Teach For America. This program has over the past ten years developed a "national corps of outstanding and diverse recent college graduates, of all academic majors, who commit two years to teach in under-resourced urban and rural public schools. Each year, over 1,000 corps members reach more than 100,000 students at thirteen locations across the country" (Teach For America, 1997).

Non-traditional professional preparation routes. Doors are opening for non-traditional access to the teaching profession. According to National Council for Accreditation of Teacher Education (NCATE) there are over 260 accredited colleges and universities that have developed Professionally Accredited Non-Traditional Routes to Teaching (Teach for America, 1997). Many states are openly encouraging the addition of non-traditional teachers through certification exemptions for charter schools.

Signing bonuses. The teacher shortage problem is greater for smaller school districts because some teachers are dropping out to change careers or looking to larger districts to boost their salaries. In response to this concern, many school districts are paying teachers a signing bonus. "In Fort Worth, Texas, there was a \$2,000 bonus for those who signed contracts before June. In Georgia, school districts are offering incentives as high as \$4,000" (Portsmouth Herald, 1998, paragraph 14). In Missouri, numerous school districts are offering signing incentives to attract teachers in content shortage areas, such as math and science.

Designated teacher shortage areas. To encour-

age college students to enter teaching fields that are experiencing shortages, the federal government has adopted loan deferment programs. For example, the government has identified more than 30 teaching content areas for the State of Missouri. Beginning teachers can defer repayment of their federal student loans while teaching in one of these teacher shortage areas as defined within the Higher Education Act of 1965 (Teacher Shortage Area, 1999).

Response by rural states. Many rural states such as Nebraska are involved in statewide salary enhancement efforts due to the teacher shortage (Nebraska teacher education facts, 2000).

### A Call for Action

Unless immediate action is taken on the part of local and state officials, the decline of available qualified teachers will accelerate. A major contributor to this decline has been and will continue to be low beginning teacher salaries. The authors offer several possible solutions to reverse the impending teacher shortage trend in the Midwest.

Call for immediate increase in teacher salaries. State officials should immediately seek ways to generate additional funding for substantial raises for all teachers. The amount or percentage of this increase could be determined through some accepted formula. For example, by using a ratio based on similarly prepared professionals in the market such as accountants' or engineers' yearly salaries could be used as a target. A systematic, tiered series of increases over a period of several years is another way this could be done. These increases could be aimed at an approved goal. A system tied to inflation or average per capita income could be another. A system of bonuses for accepted accomplishments would be an additional means to attack this problem.

Call for increased merit pay. One very controversial issue for increasing teaching salaries would be to provide more money for better performance. Test scores, dropout rates, number of merit scholars, scholarships awarded, etc, usually determine this. Another plan for providing more money for teachers could be through a planned and systematic system, which gives extra compensation to education content specialists. For example, by providing extra cash incentives to teacher education students, who choose to major and teach in shortage areas of study such as math and science, would increase the supply and therefore reduce shortages for math and science teachers.

Call to recruit the best and brightest. School leaders should take Nancy Reagan's advice and "just say no" to unqualified teachers. Hunt has said, "If we are going to have the best schools for our children, we've got to recruit and retain the best teachers... Second, we have to pay enough in order to get and keep the best. And third, we ought to pay for performance....pay more money to teachers who really prove they are especially good." (Hunt, 1999, p.30)

Call for national teacher licensing reciprocity and certification. The United States is the only technological superpower in the world that does not have national teacher certification. Educators should identify those teachers who are truly exemplary teachers and pay them more. Several states are currently using National Board Certification to financially reward excellent teachers. Iowa for example has adopted a \$5,000 bonus for teachers who attain National Board Certification. The National Education Association is currently supporting this procedure by awarding grants in the form of low cost loans designed to cover the \$2,000 assessment fee teachers must pay to take the national certification exam. (NEA, 1999).

There are numerous other ways more money could be funneled to teachers, which are not presented here. It is not an impossible task. The question of where does the money for this additional pay come and who pays for it needs to be resolved. In times of national crises the United States has been able to provide the money to help with the solution. The lack of competent professional teachers to staff our schools is such a crisis. Each level, national, state and local must be willing to pay their share.

### Conclusion

The primary "cause" of the current teacher shortage in rural America and the impending shortage in all regions of the nation is the failed notion that highly trained professionals (i.e., teachers) can be retained within a system that neither recognizes the intrinsic value of teachers nor rewards them at an appropriate level. Whereas many temporary solutions are currently being explored, these band-aid approaches will not adequately address the underlying root causes of the teacher shortage problem. This review has shown that the out-flow of teachers from the educational profession can only be reverse through financial incentives. Teacher salaries must be increased and increased immediately.

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# The Effectiveness of Microteaching in Teacher Education Methods Courses

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## Abstract

What learning processes within method courses enhance pre-service teachers' effectiveness in teaching? Secondary Methods students provided both quantitative and qualitative feedback after completing the microteaching component of the course. Results show strong support and appreciation for this hands-on, experiential learning approach. Findings include perceptions on the use of videotaping as an evaluation tool, using peer evaluation to provide feedback, the effects of microteaching on planning and teaching future lessons, and identified teaching strengths and weaknesses.

## Introduction/Background

During the 1960's, the concept of microteaching was introduced and implemented within a number of university teacher education programs. As Allen and Ryan (1969, p. 1) stated, microteaching is "a training concept that can be applied at various pre-service and in-service stages in the professional development of teachers." It provides teachers with opportunities to practice in an instructional setting in which the normal complexities of the classroom are limited and in which they can receive feedback on their performances. As universities continued the implementation, a number of studies were conducted that provided evidence that microteaching is an effective means of improving pre-service teachers' teaching skills (Borg, Kallenbach, Morris, & Friebe, 1969; Davis & Smoot, 1970; McDonald & Allen, 1967; Morse & Davis, 1970; Yeany, 1978).

Today, the concept of microteaching appears

to be alive and well. Various components to the experience have been altered or added, such as the videotaping of lessons and alternative forms of feedback for the "teacher", but the general philosophy still remains. A more modern definition can be taken from Cruickshank and Metcalf (1993:87), who stated that microteaching is a "scaled-down teaching encounter in which pre-service teachers demonstrate their ability to perform one of several desirable teacher abilities to a group of 3-5 peers during a short time period." An example might be for a student to prepare and teach a brief lesson to their peers in order to demonstrate the ability to present clear instruction. Once the lesson is completed, feedback is provided by way of a videotape analysis of the lesson or from peer/instructor comments, with evaluation focused on how well the student demonstrated the desired skill.

It is this model of microteaching, which includes the added components of videotaping and peer evaluation, that was implemented into several of its pre-service teacher education courses in an attempt to increase the effectiveness of the teacher education program. One of these courses is General Secondary Methods, which is composed primarily of sophomore education students from many disciplines. The course's main objective is to provide students with the opportunity to explore the field of teaching and gain knowledge and skills that will increase their effectiveness as future educators. It was decided that incorporating a microteaching experience would be beneficial and would assist in meeting this goal.

The microteaching component of the General Secondary Methods course lasts a month. Once students have been introduced to effective teaching skills, the students are divided into small groups of 6-8 students and asked to prepare ten minute "lessons" that focus on three specific teaching skills: establishing set, presenting clear instruction, and using questions effectively. Each student utilizes his/her individual discipline knowledge to select topics, prepare lessons, and then "teach" the lessons to peers in a mock-teaching setting. Feedback is provided after each lesson through peer evaluations. In addition, the lessons are videotaped, and each student is expected to complete a self-evaluation after watching his/her taped lesson.

## Method

Three sections of General Secondary Methods students at a small, private, midwestern university participated in this study. Fifty-three secondary edu-

cation students, spanning the disciplines of English, Social Science, Science, Physical Education, Art, and Math, completed the microteaching component of the course, teaching a series of three ten-minute lessons. At the end of the microteaching component of the course, the students evaluated the experience. Both quantitative and qualitative data were collected. A microteaching survey was completed that asked students to rate (from 1 to 10) six statements (which are listed below) focusing upon various components of the experience. In addition, an analysis paper was assigned that asked students to reflect on the experience and share their general perceptions regarding the microteaching labs. The following section shares the results of the data, providing the mean scores for each of the survey statements, as well as specific quotes taken from the analysis papers that correspond to each of the survey statements. Overall perceptions of the microteaching experience are also shared.

### Results

Each of the statements from the microteaching survey is listed below, along with the mean scores. In addition, selected statements from the students' analyses of the microteaching experience are included that correlate to each of the statements and are indicative of overall student perceptions regarding each component.

#### 1. The labs allowed me to assess my instructional strengths and weaknesses. Mean score: 9.13

"I feel that I was able to identify my strengths and weaknesses and now I can work with them."

"Microteaching was a very beneficial tool, in the sense that it has developed my confidence as well as focused on areas that need improvement."

"Although I have some things that I need to work on, I feel that I have learned quite a bit about myself that will be very helpful in the future."

"I learned so much about my weaknesses and strengths, personal teaching attributes and new skills to employ when I enter the real world."

#### 2. The labs increased and/or developed my public presentation/communication skills. Mean score: 8.60

"The experience showed me how to present what I know to the best of my ability."

"This experience has made my anxiety of public speaking almost nonexistent."

"I believe I have gained what I think are very important skills in being able to teach other individuals."

"I saw these microteaching experiences as excellent opportunities for me to test my communi-

cation and teaching skills as well as learn some new 'tricks of the trade'."

#### 3. Videotaping and watching my lessons was beneficial to me. Mean score: 8.85

"Due to the use of video cassette taping I have been able to step away from it all and analyze myself and my abilities."

"I was glad I could watch myself teach and to see firsthand what I really need to improve on before I get out there. I had never experienced anything like that before, but it was a very helpful exercise and process to go through."

"I especially found the video tapings of each lab to be helpful. These microteaching lessons were the first time I had ever been video taped while giving a presentation. I think I was more nervous due to this and I may have made more mistakes than I would have if not videotaped, but viewing the tapes helped show me some 'nervous habits' I probably have always had."

"A factor that helped me was getting taped when I taught. I think that this was the most important part in doing the microteaching labs because it gave me, along with the other students, a chance to watch ourselves to see what we need to work on to improve. There are so many little things that you can't get from other people without seeing it for yourself, and that's what the tapes helped in doing."

"I think the camera made me more nervous than anything ... I do have a phobia with video cameras, so I think that was probably my problem."

#### 4. The peer evaluations of my lessons were beneficial. Mean score: 7.53

"I think that watching others and being evaluated by others helped out a lot because I learned things about myself that I never noticed."

"Another thing I liked about the lab was the feedback from the class. It was extremely encouraging to see someone give you a great review on your lesson; it really makes you want to be the best you possibly can."

"I feel that my peers did a great job of helping and supporting me in every way that they could, but one of the best benefits of teaching to a class of my peers is that when I struggled, and I did struggle, they were there and understood where I was coming from because they too were thrown into the same situations."

"These small groups were helpful to me because I could teach them and I knew that I would get honest answers and useful ideas as to how I can improve



my teaching skills. I knew that their thoughts would be honest and helpful because they expected the same out of me when they were teaching."

"The feedback was not very helpful ... people would make a few suggestions but for the most part it was very broad and not of much help."

**5. The labs allowed me to have a clearer idea of what it takes to plan and implement lessons. Mean score: 9.3**

"By doing these microteaching labs, I have learned a lot about myself and the planning that must be done ... what kinds of planning are required for different types of lessons and how I must plan to be prepared."

"I learned more about time management and how long it takes to do things and pass things out. I also learned about some other little things about teaching that you don't really realize until you get up and actually teach."

"I feel the microteaching labs have helped me a great deal by helping me understand how to better plan and present lessons."

"I think that the microteaching labs helped me put into perspective the scope of the actual planning and the amount of time needed to finish it, like a big wake-up call."

**6. Through the various lessons taught (and observed) in the labs, I have gained many ideas and strategies to implement in future teaching situations. Mean score: 9.1**

"I took many great examples of introducing a topic, presenting a subject material, and ways of keeping students' attention from each of my teaching partners."

"I learned from the other students in my group as well. Some people had really fun and interesting ways to teach and topics to teach. Others took regular topics and made them interesting. I learned ideas for lessons and ways to teach from everyone in my group as well."

"I gathered many good ideas from my fellow classmates, and some of their great ideas might help me in the future."

"By teaching before my peers, I feel that I learned some different ways to teach that I had not thought of before and I may use in the future to express a point to one of my classes. With all of the different teaching styles being presented, I learned that my way is not the only way that something can be done and that not everyone learns the same way."

## Discussion

The results of this research strongly indicate that incorporating a microteaching experience into a pre-service teacher education program is very beneficial from the students' perspectives. The mean scores for each of the six survey statements were within the top quartile, with the lowest score given to the benefit of peer evaluations. While the majority of students found the assistance of peer evaluation to be of benefit, a few believed that the peer evaluation process needed to be revised so that more detailed feedback could be received, rather than the general feedback being given. Students did, however, find that peers were supportive and provided constructive tips and suggestions that could be used to improve their teaching in the future.

Students also believed that the labs provided them with opportunities to gain new ideas and strategies. During the labs, they were able to observe and learn from the variety of teaching strategies incorporated into their peers' lessons. Ideas for interesting or engaging topics as well as methods to increase lesson effectiveness were identified, and several students stated that they planned to use them in future lesson planning.

In addition to the positive role that peers played in the overall experience, students found the use of videotape as an effective means for feedback and reflection. Although there were three students who did not enjoy or benefit from having their lessons videotaped, the majority of students appreciated being able to critique themselves and see how they actually looked while teaching. Many students indicated that they were able to gain insight into their individual teaching techniques through this venue and found it to be a positive component to the experience.

Through the microteaching experience, students found that they were able to discern strengths and weaknesses in their teaching. While many students identified areas of improvement in their individual teaching abilities, they also shared that they felt more confident as a result of the microteaching labs and had increased their abilities to effectively instruct students. In the area of public presentation and communication skills, several students stated that the actual act of getting up in front of others and presenting information had been a positive experience, and once again, the confidence levels and feelings of success in presenting a lesson increased as the labs continued.

The final component assessed in the survey focused on the planning and implementation of lessons. Many students agreed that the labs provided them with a clearer understanding and a greater appreciation for these tasks. Several students discussed the fact that it was not as easy as previously thought once they had completed the experience, and that they had a greater understanding of how planning directly influences the effectiveness of the implementation of the lesson.

Overall, student perceptions of the microteaching experience were very positive. The students indicated that the hands-on approach provided them with excellent opportunities to gain knowledge and skills in the area of teaching. Several students stated that they found the experience to be worthwhile and possibly the most beneficial thus far in their programs, and the majority appreciated the opportunity to participate in the microteaching experience. The labs provided them with a safe, supportive environment in which to try out ideas and strategies and receive constructive feedback.

### Conclusion

This study provides evidence that the use of microteaching in pre-service teacher education programs can be a valuable instructional tool. Findings indicate that students enjoy the microteaching experience, learn about their teaching abilities, increase their confidence and teaching skills, receive multiple forms of feedback on their lessons, and appreciate being able to see themselves "in action" through the use of videotape. In addition, by observing peers' lessons, they increase their repertoire of ideas and strategies for teaching future lessons. Microteaching, while not the "real thing", is an effective method of providing pre-service teacher education students with opportunities to grow as teachers.

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Meridian III sculpture by Edward McCullough

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# Consideration of Followers in Cooperative Learning

*William B. Joyce*

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**Abstract:** Leadership can be defined as a process of influencing an organized group towards accomplishing its goals. And leadership is a process in which leaders and followers interact. While the role and importance of leaders in cooperative learning is well established, the role of followers in cooperative learning has not been as fully developed. Leadership can be better understood in terms of leader variables, follower's variables, and the interactions among them to enhance cooperative learning.

## INTRODUCTION

Leadership can be defined as the process of influencing an organized group towards accomplishing its goals. In attempting to understand leadership, much effort has been spent in studying successful and unsuccessful leaders in government, sports, and military. Good leaders have been studied as a group (Astin and Leland, 1991), and they have been studied more subjectively by drawing lessons about leadership from the behavior of or character of an individual leader such as John Kennedy, Lee Iacocca, or Vince Lombardi.

Studying the characteristics of effective leaders is only one way to learn about leadership, but such an approach tells only part of the story; according to Roberts and Bradley (1988), it is important to look beyond the individual qualities of a leader to better understand the leadership process. While the leader is an important element in cooperative learning, there is more to cooperative learning than leadership. Followers also play a key role in both cooperative learning and in the leadership process. In this paper, we will expand on the definition of leadership cooperative learning by introducing and describing followers.

## FOLLOWERS

Followers are an important part of understanding leadership and effectively implementing cooperative learning in education. Major reviews of the leadership literature show relatively little attention has been paid to the roles followers play in the leadership process (Bass and Stogdill, 1990). The expectations of

followers (Sutton and Woodman, 1989); personality traits (Burke, 1967); maturity levels (Moore, 1976); levels of competence (Scandura et al., 1986); and levels and types of motivation (Sales et al., 1984) can affect the leadership process.

The cooperative learning group can be used to highlight how followers constitute a separate yet necessary focus for understanding leadership. As one illustration, consider how group members' values and interests could affect the leadership process. Many of the students were dedicated to learning and providing the best possible service to the cooperative learning group, whereas others were primarily concerned with learning; still others were only concerned with only the group score and put forth little effort. The students in the cooperative learning group skills varied greatly, as advocated by Bohlmeyer and Burke (1987); some were experts with computations while others seemed not even to have attempted problems. In addition, some were upper division students, juniors and seniors, while others were lower division, freshmen and sophomores. Some appeared more extroverted and others were introverted; some had a strong work ethic while others did not. There were other ways the students differed, and these differences all have implications for cooperative learning and leadership.

Another important variable is the nature of the students' motivation, measured by dividing grade point average (GPA) by American College Testing (ACT) score. Students who share a leader's goals and values may feel intrinsically rewarded for performing a task well, and they might be more likely to put forth extra effort on cooperative learning project. The motivation may be less for those individuals whose motivation is solely based on a group grade (assuming no penalty function is being used). For example, several students may often work extensively outside of the classroom to learn the material, whereas others worked only in class.

Followers' feelings about each other also affect the leadership process. Followers who form a cohesive and closely-knit group create different leadership opportunities and challenges than those among whom conflict, dissension, and strife exist. The students in the cooperative learning groups were relatively narrow, as measured by standard deviation, in terms of final examination scores when a penalty function in the form of group member rotation was used. The opposite was true when group member rotation was not used; the dispersion of final examination grade was greater, again as measured by standard deviation. In both cooperative-learning



experiments, the ability to influence students towards accomplishing group goals was limited due to the relationships that had developed among students.

Even the number of students in a group can have significant implications. For example, a group with four members likely has more interaction between the leader and other group members than say a group of eight. Leading a group quiz with four members is different than leading a group with eight members. Other relevant variables may include followers' trust in the leader and their confidence (or lack thereof) that the leader is interested in the groups' well being as well as the group project.

The preceding examples illustrate just a few ways in which followers comprise an important, complementary level of analysis for understanding cooperative learning and leadership. Leadership needs to be understood not only in terms of an individual leader but also within the context of followers. Understanding followers is important to understanding cooperative learning and leadership, (Hollander & Offermann, 1990). In the world, there is an increasing pressure to function with reduced resources related to downsizing: managers (leaders) have increased span of control, and subordinates (followers) are being required to pick up many of the functions previously performed by the managers. Another reason is a trend towards greater power sharing (empowerment) and decentralized authority in organizations, which in turn creates greater interdependence among organizational sub-units and increased need for cooperation and collaboration among them. Furthermore, the nature of problems faced by many organizations is becoming more complex and changing so rapidly that more and more people are required to solve them.

### NEW ROLES FOR FOLLOWERS

These trends suggest several different ways in which followers can take on new leadership roles and responsibilities in both the classroom and the boardroom. For one thing, followers can become much more proactive in their stance towards organizational problems. When facing the discrepancy between the way things are in an organization and the way they could or should be, followers can play an active, constructive role, cooperating and collaborating with leaders in solving problems. In general, making organizations better is a task that needs to be owned by followers as well as by leaders. In addition to helping solve organizational problems, followers can better contribute to the leadership process by becoming better skilled at "influencing upward". Because followers are often at the level when many organizational problems occur, they can provide leaders with relevant information so that good solutions are implemented. Although it is true that some leaders need to become better listeners, it is also true that many followers need training in expressing ideas to superiors more clearly and positively. Followers can assume a greater share of the

leadership challenge in the future by staying flexible and open to opportunities. The future is likely to hold more change than less, and followers who face change with positive anticipation and an openness to self development will be particularly valued and rewarded (Senge, 1990).

### CONCLUSION

Because of the complexity, effective leadership cannot be reduced to studies of leaders only. Rather, the study of effective leadership can be enhanced by examining group dynamics and group composition. To an ever-increasing degree, leadership needs to be understood in terms of both leader variables and follower variables, as well as the interactions among them. But even this is not enough. To gain a better understanding of leaders and followers, future research should focus on understanding the particular situations in which leaders and followers find themselves.

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# Commitment of CEPS to Minority Recruitment and Retention at Eastern

*Rose Zhang Gong*



Rose Zhang Gong is associate professor in the department of Secondary Education and Foundations at Eastern Illinois University. She earned her graduate degrees (M.A. and Ph.D.) in educational foundations from the University of Wisconsin-Madison and The Ohio State University-Columbus. She is currently chair of the Minority Recruitment and Retention committee of the College of Education and Professional Studies. She also teaches multicultural education courses in the teacher education program at Eastern.

Responding to the national multicultural education movement for cultural awareness and minority achievement, the College of Education and Professional Studies (CEPS) at Eastern Illinois University developed a plan for minority students, as well as faculty recruitment and retention in 1995. A major objective of the plan was to attract, maintain, and enhance a culturally diverse student body and faculty. Since then, the college has been working diligently to accomplish this mission of diversifying the academic environment at Eastern.

One program that has contributed to minority student recruitment is the Minority Teacher Identification and Enrichment Program (MTIEP). Funded through a Higher Education Cooperative Act (HECA) grant and led by Dr. Freddie Banks and Dr. Judith Lyles, the program has two objectives: 1) to increase the state's pool of minority teachers, and 2) to establish a network of Minority Teacher Education Associations (MTEAs) by working with community colleges and their feeder public schools, including high schools, junior highs, and middle schools. In order to encourage and assist minority students in their transfer to CEPS at Eastern, the program offers hands-on mentoring from the elementary grades to helping graduates find employment. Each year, a summer school session is organized. For two weeks, students from the program come to Eastern to experience college life. Students in grades 7-12 and some community college students participate in academic classes taught by EIU faculty, as well as Minority Teacher Education Association teachers.

The MTIEP program was first started at two community colleges. Currently, 22 chapters exist in community colleges throughout the state of Illinois. Over 100 minority students have transferred from commu-

nity colleges to Eastern, have graduated, and are now teaching both in and out of the state. Due to this program, there are almost 1000 minority students presently waiting in the pipeline to come to Eastern.

In addition to the efforts of MTIEP, various departments of CEPS have taken on different approaches to help recruit and retain minority students. The Department of Health Studies, for example, has annually conducted focus groups with minority students. This consists of an activity that invites minority students to describe and evaluate their experiences at EIU. Areas discussed include student background, experiences at EIU in general such as housing, community; experiences related to minority issues in non-major courses; and experiences within the department including courses, advising, faculty, and peer experience, textbooks, and departmental atmosphere for minority students. One student majoring in health studies usually facilitates each focus group. The results of students' discussions are collected and shared with faculty for analysis and planning purposes.

Our efforts in minority faculty recruitment and retention have also been prominent. To enlarge the pool of minority candidates for position vacancies, each department in the college has worked closely with the Civil Rights Office to ensure that equal employment opportunities be offered to minority candidates and that dissemination of position information target places where minority faculty members are available. To help ease the transition into the academic environment, some departments have used support networks of colleagues to assist new faculty members. Special attention is paid to the assignment of classes to faculty in order to ensure a balanced portfolio in the areas of teaching, research, and service. The Dean of CEPS has instituted a new faculty dinner that lends an opportunity for new faculty to become acquainted and receive orientation to the university. For the same reason, many departments have social hours before or after department meetings and other social occasions during the academic year.

These efforts on faculty recruitment and retention have been rewarding. According to Year-2000 statistics obtained from the University Office of Civil Rights and Diversity, 11.5% of the tenured/tenure-track faculty of CEPS were minority members, with 58.2% being female. When compared to the statistics in 1995 of 6.6%, there was an increase of 4.9% of ethnic minority faculty. While the rate decreased by 0.5% in 2000 (58.7% in 1995) for female faculty, the overall female representation in the faculty has been strong.

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In 2000, the Minority Recruitment and Retention Committee of CEPS designed another five-year plan. It strives to continue the effort of diversifying the academic environment at Eastern. Major goals include:

1. Maintain and continue the Minority Teacher Identification and Enrichment Programs at CEPS.
2. Implement larger scale of minority student focus group discussion.
3. Facilitate dissemination of position information to places where minority candidates are available.
4. Publicize pertinent information about CEPS and EIU.
5. Regularly conduct cultural awareness activity for students and faculty in CEPS.

Many of the projects have already been under-

way. So far, the college has cosponsored a speech – “The Anatomy of Prejudice” – by Jane Elliott who is nationally known for her creative “blue-eyed/brown-eyed” exercise, and invited Ms. Samuels, the first African-American woman to serve as a spokesperson for the President of the United States, Jimmy Carter, for a speech on the importance of diversity in the workplace. To facilitate the dissemination of position information, a list of websites and a listserv is being compiled which will be added to the CEPS website for departments’ reference.

We, at Eastern, are convinced that diversity enriches our teaching and learning, and our continued efforts will bring about an environment that is facilitating to minority recruitment and retention. For more information about the College of Education and Professional Studies at Eastern, log onto the website <http://www.eiu.edu/ceps>.

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# The Stockman Institute: Update

*William C. Hine, Dean  
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**Note: This is part of a continuing series of articles on the Stockman Institute.**

The Stockman Institute's Eighth Annual Conference in October of 2001 focused on a highly important issue in current educational settings: "School Violence Prevention." Research reveals a strong correlation between violent and aggressive behavior and a lack of social-emotional skills (such as empathy, impulse control, problem solving, and anger management). Research also proves that acquisition of these skills leads to positive behavioral changes in the classroom and on the playground. The Stockman Institute's Eight Annual Conference provided an opportunity for educators to learn about new approaches and to interact in multi-media presentations conducted by the presenters. In addition, continuing professional development units (CPDUs) were also provided.

Michele Carmichael from Peoria, IL first addressed the topic. Carmichael is a PBIS Sub-Region coordinator for the Rock Island region, which covers fifteen counties. Before being named as the Sub-Region coordinator, she was previously employed as the Peoria School District #150's Special Services Staff Developer where she helped to successfully implement PBIS in two Peoria pilot schools. PBIS is a proactive systems approach to preventing and responding to classroom and school discipline problems. This process focuses on improving schools' ability to teach and support positive behavior of all students. Emphasis is directed toward developing and maintaining safe learning environments where teachers can teach and students can learn.

School Violence Prevention was next addressed by Michael Moretsky, a trainer with the Committee

for Children in Seattle, Washington. Moretsky received his certificate of advanced graduate study from UMASS-Boston in 1997. He is a certified school psychologist in states of Massachusetts and Washington. Moretsky has experience in working with at-risk youth in group homes and facilities, and has dealt directly with some of the most common problems facing today's youth and their families. Moretsky provided an overview of "Second Step," a violence prevention curriculum, and also distributed folders of information for attendees.

Both presentations were exceptionally well received with a great deal of audience participation. Information presented included overviews of the research base, outcome evaluations, teaching strategies, and training for educators and parents. Handouts were also provided. A very large number of area P-12 educators and higher education faculty and students attended the 2001 sessions.

The Stockman Institute is an important outreach activity and fundraising vehicle for the College of Education and Professional Studies. Stockman conferences have been highly successful in disseminating information about important topics in the classroom. In 2000, the conference attracted more than 200 people to hear Dr. Russell Sibka from Indiana University in Bloomington, IN speak on "Building Safe and Responsive Schools: Comprehensive School Violence Prevention." The College of Education and Professional Studies, the School of Continuing Education, and Eastern Illinois University are indeed grateful to the Stockman family for establishing this very important Institute. If you would like further information in regards to the Stockman Institute Annual Conferences, please contact Jo Ellen Hickenbottom by phone (217-518-5116) or via email at [csjeh@eiu.edu](mailto:csjeh@eiu.edu).



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# European Union Web Sites: Making Electronic International Connections

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## Abstract

The European Union provides limitless opportunities to enrich our knowledge of other cultures. This article will explore and compare web sites of the 15 member countries. Suggestions will be made about how to use these web sites in courses on any subject. Proposals for sharing information with colleagues in other fields will be discussed.

As a foreign language teacher, my initial interest in the web sites of the European Union was for the linguistic aspects. But I was struck immediately by the wealth of material on all subjects. With a simple click of the mouse, one can jump from history to geography to art, popular culture, famous citizens or economics and, in most cases, from one language to several others. I found myself exploring all sorts of subjects that I had not suspected would be of such great interest to me. And I thought if I am affected this way, surely students can find something to capture, and hold, their interest.

The home page of the European Union [www.europa.eu.int](http://www.europa.eu.int) greets the visitor with the blue and gold of the flag of the EU and the word welcome in eleven languages. (Henceforth *italic* type is used to indicate actual site headings.) Click the language of your choice and you will find a menu of topics including the *Abc's of the EU*, *News*, *Institutions*, *Policies* as well as icons for questions and searches, among others. Click on *Abc*. Here you will find a link called *European governments on line*. Simply by looking at this page browsers can see how many and which countries are members of the EU along with the flags that represent each country. From here the government web sites of the 15 EU

members can be accessed. The web sites listed vary greatly from country to country, as does the choice of languages in which the sites are available. The governments are listed in alphabetical order, according to the names of the countries in the language chosen. This page can be viewed in any of the eleven EU languages simply by clicking the language icons (ES-Spanish, DA-Danish, DE-German, EL-Greek, EN-English, FR-French, IT-Italian, NL-Dutch, PT-Portuguese, FI-Finnish, SV-Swedish). I have found that browsers, even those who do not study foreign languages, enjoy moving from language to language to see how the order and the names of the countries change.

In English, Austria is the first country listed. From the Austrian Government page, choose [www.austria.gov.at](http://www.austria.gov.at). This site is available in English and German. Click *English*, then *Austria* (top center) to find an excellent list of topics: *Political System*, *Country and its People*, *History*, *Federal Provinces*, *Position in the World*, *Social Security*, *Education*, *Science and Research*, *Culture*, *Economy*, and *Environmental Conservation*. With minor variations in groupings, topics such as culture, education, history, country and people, economy and form of government are common to almost all of the government sites. *Environmental Conservation* is unique to the Austrian site, although most other sites present information on this subject in other categories. The lists can be interpreted as an indication of what the government, and also its people, deem important.

The Belgian government site [www.belgium.fgov.be](http://www.belgium.fgov.be) offers a choice of English, German, French and Dutch. Click *English* and you find the heading *All About Belgium*. Here you find a list similar to Austria's, but with the addition of *Sports and Tourism*.

Denmark's, [www.um.dk](http://www.um.dk) can be found by scrolling down on the its government home page. This site is available in English, French, German and Danish. Choose English, then *Denmark - an in-depth description of Denmark*, and a list of nine topics appears. Under the first topic, *Official Denmark*, the political system and population are discussed. Culture and History (numbers 4 and 6) are standard designations, number 5 links *Geography and the Environment*. Several unique sites include *Oh! To Be Danish*, *An Essay* and *Biographies and Companies*, which replaced a previous site called *Great Danes*.

Finland's <http://virtualfinland.fi> is found by clicking *Virtual Finland* on the right side of the Finnish government page. It is available in Swedish, French, German, Italian, Spanish, Portuguese, English and Finnish. Its extensive list of topics, accessed by clicking *Directory* on the left side of the screen, covers most of the previously mentioned general categories with some



additions, including *Famous Finns*, *Picture Book of Finland*, and *The Finnish Way of Life*. Their proud motto is "We give you information, not just a list of links."

The French government site [www.france.diplomatie.fr](http://www.france.diplomatie.fr) can be accessed in English, German, Spanish or French. After choosing English, click *Profile of France*. Choose *France in brief* next. The sixteen choices offered here are similar to most of those available through the other governments, with a notable lack of sports or environment. However, *The Tour de France in 80 Stages* is available from the *Profile of France* page along with *ZipZap France*, which is an excellent interactive, children's site.

Germany's [www.bundesregierung.de](http://www.bundesregierung.de) is available in English, French, Spanish and German. Select English and on the top of the page that appears you will find *Facts about Germany*. Click here for a list of eleven categories found under *Please Select*. Some of the categories differ from those of the other sites, but each provides a good index that allows one to find easily similar information. Environmental protection is covered under *Economy*, health care under *The social market economy* and sports under *Life in the community*. Under *The country*, the individual states are topic headings that lead to specific information about them.

The Greek site [www.mfa.gr](http://www.mfa.gr) is in English. Choose *About Greece* and you will see a list of ministries. The information under a ministry heading is similar to that found on the other sites. Sometimes the information appears in English, but at other times, in Greek. One must look around for the English icon, sometimes it is on the left; on other sites, on the top or right. *General Information About Greece* is just that, and very limited.

Ireland's [www.irlgov.ie.iveagh](http://www.irlgov.ie.iveagh) is in English only, although its other sites are available in Gaelic also. On the home page is a border on the right where you will find *Facts*. This leads to three choices, *Facts about Ireland*, *IRELAND IN BRIEF* and *FACTSHEETS*. All three are useful, interesting, and provide the types of categories we have already seen along with Irish specialties such as *St. Patrick* and *Irish Food (FACTSHEETS)*.

The Italian government sites do not offer anything similar to what is available on the sites already discussed. To gather similar information one must leave the EU sites and access <http://italianculture.about.com>. This site has an extensive subject list that leads to further detailed sites. The search engine [www.about.com](http://www.about.com) can also be used for French, German, and Spanish culture.

Luxembourg's site [www.gouvernement.lu](http://www.gouvernement.lu) is in French, but is supposed to be available soon in English. It's *Tout savoir sur le Luxembourg* (everything about Luxembourg) is an excellent site, and I hope that the English version will be just as good. In the interim, [www.luxembourg-city.lu/touristinfo](http://www.luxembourg-city.lu/touristinfo) does a good job. Scroll down to *Facts and Figures*. Here you have *General Information*, *Art & Culture*, *Sports*, etc. *Statistics* provides good factual information. Although it is called Luxembourg City, it covers the entire country.

Look at the top center of the page of the Netherlands' site [www.minbuza.nl](http://www.minbuza.nl) for *International Site*. Click here and then choose *The Netherlands*, located on the left of the page. From this list choose *General Information* for an extensive list of subjects including many of those already seen. *For Young People* has three categories; *FAQ*, *Did you know that...?* and *Sinterklaas* (Santa Claus). Here there are many fun facts for children.

From Portugal's government page select [www.presidencia-republica.pt](http://www.presidencia-republica.pt), then choose *English*, which leads to *The Portuguese Republic*. Click on *Portugal* and you will find very limited information. From the site [www.min-nestrangeiros.pt](http://www.min-nestrangeiros.pt) select *English*, then *Portugal Basic Data* to access data of a more geographical and factual nature. Neither of these sites provides any information on culture, sports, or art but there are categories for language and religion. The site [www.portugal.com](http://www.portugal.com) is a good addition. Sports, entertainment, business, and news are covered here.

All of the Spanish government sites are in Spanish, therefore it is necessary to leave *European governments on line* again. A good alternative is [www.tour-spain.es](http://www.tour-spain.es). Click *Welcome* under the British flag. Click *A-Z contents* for a list that covers arts, culture, sports and embassies. There is no education category but one of the many useful links found here leads to *Spanish Universities*.

Sweden's *Sverige Direkt*, found in the right column of the Swedish government site, is very comprehensive. From the home page click the British flag to access Virtual Sweden at [www.sweden.se](http://www.sweden.se) for a list that includes *Culture*, *Education & Research* and *Sports & Leisure*. Above this list are other useful choices, including *Young Sweden*, a site that discusses what it's like to be young in Sweden today.

All of the UK sites are in English with some links available in Welsh. Scroll down to [www.number-10.gov.uk](http://www.number-10.gov.uk). Here on the left is a list of categories covering most of the areas already discussed. On the right is a section entitled *PM on terrorism*. This section is available in ten other languages.

There are unlimited possibilities for developing assignments. Teachers can direct students to use the web sites to research a variety of topics. One approach is to choose one country and cover different aspects. Working alone, in pairs, or in groups, students can research an area that interests them or learn about something entirely new. Another approach is to cover one aspect of all the countries. If a class is studying WWII, students can investigate how different countries in the EU cover this war. An art class studying impressionism can see what is available on this topic on the various sites. In this way, each student is working with the same category and the countries are the differing factors.

In situations where it is possible, investigating the web sites can be done by various classes, so that the separate faculties can work together. Virtually all classes--Art, Music, Geography, Economics, History, Physical Education, Business and/or Literature--can

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collaborate. Foreign Language teachers and classes could use team learning as an opportunity to foster interest in and promote understanding of foreign languages. Dates, celebrations, current affairs or even the Olympics may suggest the topic. The arrival of Mardi Gras might awaken interest in its historical origins, the type of music associated with it, where it is celebrated in the EU, and/or its effect on the economy. The Olympics might be an impetus to delve into sports in EU countries. Foreign Language classes can offer presentations on the various languages. With a good color printer, all sorts of visual aids can be made. The search results could be presented to the general public in a celebration of the arts, the EU, foreign languages or any of the topics mentioned above. A trip through the EU could be the subject of a fund-raising activity.

Guided exercises are good, but it is important to maintain spontaneity. Students should be encouraged to report what they find and to think about and question what they see. Simply by clicking the flag icon of the individual countries, browsers can see in what languages the web information is available, what types of governments the member countries have and where the seat of the government is located. Clicking the flag icon may cause one to wonder what the symbols and the colors of the flags represent. Most of the sites discussed have an area that covers national symbols where one can learn about the flag and, in most cases, hear the national anthem.

Questions requiring greater use of deductive skills may arise while viewing the sites in the native language: What are the names of the countries in their respective languages? How many alphabets are used in the EU? What looks similar to and what different from English? By accessing sites available in English and the language of a chosen country, students can jump from text to text and compare the English to the other language. Surfers may be surprised by the amount of English used on the web sites of the countries that do not have English as an official language. One might wonder: Why is the English lan-

guage pervasive on the web? Why do many of the countries, where English is not an official language, publish their sites in English? Why is the UK site published mainly in English only? What does this indicate about the attitudes of native speakers of English and native speakers of other languages? These questions may lead to a number of discussions that cover aspects of culture, technology, geography, or economics, to name only several possibilities. Here is another opportunity to hone in on the individual interests of students or to call on colleagues in other fields and their students to assist in answering the questions that arise.

No investigation of the EU would be complete without a look at [www.europarl.eu.int](http://www.europarl.eu.int), the site of the European parliament. It is colorful and informative. One of its many helpful links leads to the euro site where browsers can view both sides of the notes and coins as well as convert from euros into the other currencies of the EU and vice-versa. From the home page, choose the English icon for a detailed table of contents. At the bottom right of this page you will see a link called *FAQ* (frequently asked questions) which is found on many government sites. They can be informative and amusing. There is also a link called *Greek Fonts* that tells how to install this font.

As is the case with the Internet in general, web sites are changing constantly. I was sorry to see that Denmark had changed one of its headings, *Great Danes*, to *Biographies and Companies*. The Netherlands site *Fun Facts about Holland* disappeared but the same information is now available under the title *Did you know that . . . ?* I was happy to see that the UK had added some links in languages other than English. This is part of the challenge of surfing the net. One must be willing to explore and be prepared to reach dead ends. It is my hope that this article will entice new surfers to the sites mapped out, where they will be able to find what they need without frustration. And that then they will explore new territory. Suggestions, requests, and criticism can be sent to me. Happy surfing!

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# Special People

## Focus: Carol Helwig

After an illustrious career and years of dedication to excellence in teaching and learning, Dr. Carol Helwig, chair of the Early Childhood, Elementary, and Middle Level Education department at Eastern Illinois University, is retiring this year. Carol Helwig received a B.S. in Education from State University of New York-Cortland, majoring in elementary education and junior high social studies. Helwig taught fifth grade at Long Beach Unified School in California and in Danville Public Schools (Illinois) for several years. She continued her education at the University of Illinois at Urbana-Champaign and received an M.Ed. in secondary social studies. While at the U of I, she also served as a graduate assistant, supervisor of student teachers, assistant nursery school teacher, and reading lab assistant.

Carol Helwig came to Eastern more than three decades ago and shortly thereafter, received an Ed.D. in elementary education from the University of Illinois at Urbana-Champaign. At Eastern, she taught reading, language arts, and social studies methods courses. Furthermore, her desire to expand educational opportunities to populations outside of university environs propelled her to develop an off-campus teacher education program in Danville, IL. She also served as Program Coordinator of the Off-Campus Center, Danville Program Coordinator, and Director of the Reading Center.

Dr. Helwig has served the college, the university, and the profession in countless ways. She has chaired and been a member of numerous committees; served on the NCATE Board of Examiners and the ISBE content area standards committees; was an NCATE ACEI program reviewer; and holds membership in a number of different professional organizations. Furthermore, for many years, Carol Helwig served as academic advisor to hundreds, if not thousands, of both undergraduate and graduate students at Eastern.

Join us in wishing Dr. Helwig the best in future endeavors. If you wish to send a letter, note, or card to Dr. Helwig, please address the envelope to Sherry Unkraut, Early Childhood, Elementary, and Middle Level Education Department, 2220 Buzzard Hall, Eastern Illinois University, 600 Lincoln Ave., Charleston, IL 61920-3099.



## Focus: Elizabeth J. Hitch

Elizabeth J. Hitch has been dean of the College of Education and Professional Studies at Eastern Illinois University since 1995. After a highly successful tenure at EIU, Liz Hitch is leaving the plains of Illinois for the hills of Wisconsin. In July 2002, she will become provost and vice chancellor for academic affairs at the University of Wisconsin-

LaCrosse. In her position, Hitch will be the ranking academic officer in the university, reporting to the chancellor and acting in the absence of the chancellor. The four academic deans of the university will report to her, as will the dean of student development, university grants and contracts, institutional research, international education, and the Murphy Library.

Before coming to Eastern, Hitch taught at Central Michigan University for 15 years as assistant professor and full professor, as well as director of teacher education. Prior to her term at Central Michigan, she worked as a professional staff member on grant projects in the health professions at the University of Michigan.

Dean Hitch has bachelor's and master's degrees from Michigan State University in human ecology and a Ph.D. in educational psychology from The University of Michigan. Liz Hitch began her faculty career in human ecology education and published a text on pedagogy for the family and consumer sciences. Her interest in establishing closer ties between families/communities and schools lead to involvement with the Michigan Partnership for New Education and the establishment of professional development schools.

At Eastern, Liz Hitch has been very pleased with her department's "successful acquisition of technology and professional development for faculty and staff." Moreover, she is exceptionally proud of having "successful accreditations in every program in the College of Education and Professional Studies."

Join us in wishing Dr. Elizabeth J. Hitch the best in her new appointment. If you wish to send a letter, note, or card to Dr. Hitch, please address the envelope to Veronica P. Stephen, Early Childhood, Elementary, and Middle Level Education Department, 2220 Buzzard Hall, Eastern Illinois University, 600 Lincoln Ave., Charleston, IL 61920-3099.





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